

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) POLICY

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Person(s) Responsible for Review: SLT (VF)

**This policy should be read in conjunction with our Fundamental British Values Statement, PSHEE/PSED Policy and RSHE (Relationships, Sex and Health Education) Policy.**

### SPIRITUAL DEVELOPMENT

#### 1. Definition

Spiritual development is a growing awareness that, as Hamlet said,

“There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy.”

This includes a sense of wonder at creation, beauty, poetry, music – but is not necessarily religious. Spirituality means an interest in immaterial things, ideas of goodness, love and truth. Religion is spirituality allied to a belief in God, whether this be the religion of Islam, Hinduism, Judaism, Christianity or any other theological belief. To quote an OFSTED discussion paper on the subject:

“Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimation of an enduring reality. ‘Spiritual’ is not synonymous with ‘religious’; all areas of the curriculum may contribute to pupils’ spiritual development.”

Spiritual development, then, is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has purpose, and the basis for personal and social behaviour – questions which are “at the heart and root of existence”.

It is therefore also about what a school provides – through its curriculum, through collective worship, through its ethos and climate – to help individuals to make sense of these questions, and about what it does to help form pupils’ response to life and to various forms of experience, or even to questions about the universe. Spiritual development can also be seen as the way special experiences imbue us with a sense of awe.

Where appropriate, activities promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Spiritual development can be defined as the inner life force that animates and is the essence of a person. This spirit is unique to each person.

The official Ofsted definition is the “ability to be reflective about their own beliefs, religious or otherwise, that inform their perspectives on life and their interest in and respect for different people’s faiths, feelings and values”, a “sense of enjoyment and fascination in learning about themselves, others and the world around them” and “use of imagination and creativity in their learning”, including “willingness to reflect on their experiences”.

At The Manor we aim to use teaching strategies that place great value on pupils’ questions and ideas.

We plan opportunities that will encourage pupils to discuss, explore, express and understand their values, beliefs and feelings and develop sensitivity as to how these can impact on others.

It is our aim that as they mature our pupils will:

- demonstrate empathy, concern and compassion for others
- have personal values, principles and beliefs and be prepared to challenge such things as injustices and aggression
- appreciate intangibles such as loveliness, beauty and goodness and be able to grasp concepts such as harmony and independence
- have an understanding of their strengths and weaknesses
- strive to do the right thing
- show courage when things go wrong
- be able to accept things they cannot control

## **2. How do we encourage spiritual development in our pupils?**

- By liberating and encouraging the children’s own creativity (children’s innermost thoughts are often expressed through their art, music and writing). The school’s Poetry and Arts Festivals and Music Evenings are a celebration of the pupils’ inventiveness.
- By providing opportunities for the ‘tingle up the back’ sensation inspired by the thrill of experiencing wonderful moments.
- By trying to instil in the children a knowledge of right and wrong.
- By encouraging a sense of the awe and wonder of life.
- By using assemblies to develop pupils’ awareness of the spiritual world.
- By teaching Learning for Life (PSHEE/PSED/Citizenship) lessons, which follow the ‘Jigsaw’ scheme of work.
- By teaching RE lessons.
- By focusing, particularly in assemblies and RE lessons, on the many multicultural sources of spiritual development, as described in the major world religions.

- By inviting guest speakers, from Christian and other faiths, to give assemblies and special classes.
- By providing opportunities **in all subjects** for their spiritual aspects to be communicated and experienced.
- By providing opportunities for thoughtfulness and giving. (e.g. Harvest Festival, Charity Events)
- Through making the Carol Service a uniquely rich, spiritual event.
- By organising appropriate trips and visits.

### **“EDUCATION FOR LIFE”**

Whilst Learning for Life (PSHEE/PSED) and RE specifically contribute to the spiritual and moral development of our pupils, all curriculum areas can help to develop spiritual and moral awareness. The following points may help you consider your essential contribution in preparing our pupils for life.

The Manor is a secure, warmly caring community. Our pupils love to come to school and come to love the school – they develop a real sense of belonging. We all try hard to make sure there is parity between our stated Manor Ethos and the reality which the children experience each day at school. Consciously (and unconsciously) each of us conveys the virtues we most value.

At The Manor, we ensure that we provide a balanced and broadlybased curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of each pupils and
- b) prepares the pupils for the opportunities, responsibilities and experiences of adult life.

### **Collective Worship at The Manor**

The Manor Preparatory School was founded on land owned by the Anglican sisters of St Mary’s Wantage. Within the Memoranda and Articles of Association there is a specific mention of the school’s responsibility to reflect the Christian character of its foundation.

### **Legal Requirements**

- The act of Collective Worship is to be “wholly or mainly of a broadly Christian character, reflecting broad trends of Christian belief without being distinctive of any particular Christian denomination.”  
*1988 Education Reform Act 7.1*
- “Collective worship in schools should aim to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs, to encourage participation and response, whether through listening to or joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.”

*Advice and Interpretation from DfE Circular 1/94, para 50*

- “Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering the difference between the two should be clear. Collective Worship can, nevertheless, be related to the day to day life, aspirations and concerns of the school.” *Ibid, para 58*
- “Taking part in Collective Worship implies more than simply passive attendance. It follows that an act of Collective Worship should be capable of eliciting a response from pupils, even though on a particular occasion some of the pupils may not feel able actively to identify with the act of worship.”  
*Ibid, para 59*
- “Provided that, taken as a whole, an act of worship which is broadly Christian reflects the traditions of Christian belief; it need not contain only Christian material... It must, however, contain some elements which relate specifically to the traditions of Christian belief and which accord a special status to Jesus Christ.” *Ibid, para 62*

“Schools cannot require children to worship, but they can and should create a context day by day in which children can experience the language and attitude of worship, can learn to worship and so learn their own infinite worth.”  
*George Carey*

### **Aims and Objectives**

- A collective gathering of the whole school, or parts of the school to pause, reflect and learn.
- For pupils to observe and participate in worship of a broadly Christian nature.
- For pupils to have the opportunity to sing, pray and listen and to begin to learn what it is to worship God.
- To help pupils to be aware of their own personal response to the focus for worship and how that response might be expressed in thoughts, words or actions.

### **Organisation**

Section assemblies take place on a bi-weekly basis and are led by staff who work in the section and occasionally a visiting speaker.

School assemblies take place weekly led by the Head, a member of staff, a class or year group or a visiting speaker.

Parents are invited to attend class assemblies and Year Group plays.

### **Guidelines and expectations**

- Each assembly is 25 minutes long which includes 5 minutes for pupils and staff to arrive and leave. Ideally it should include a hymn or a song, a prayer or reflection and a story or thought which relates to the theme. It is important that pupils are

not just experiencing another Religious Education lesson on a larger scale, but that they have the opportunity to reflect on and respond to what has been said.

- Any religious material used should also be made relevant to the pupil's own experience. For example, when introducing Lower School children to the Qur'an, we talk about things that were precious and how we cared for them before mentioning how Muslims look after their "special book."
- Pupils should be involved as much as possible, participating in music, drama, readings and prayers so that they feel it is "their" worship.
- Assemblies should be well prepared in advance using the appropriate resources for guidance.

### **Resources and Staffing**

- Termly assembly ideas are prepared by the Head of RE.
- The chaplain usually takes one chapel service a term for Years 3-6 at St Helen and St Katharine and participates in the Carol Service.

### **MORAL DEVELOPMENT**

#### **1. Aspects of children's moral development that we encourage**

We encourage honesty, good manners, kindness, generosity and helpfulness. We encourage good citizenship and care of the environment; children are taught to treat others as they would like to be treated themselves and they are encouraged to know the difference between right and wrong. Children are taught not to take other people's possessions; to be courteous to others and to respect them. Good behaviour is praised; moral values and issues are discussed with the children. Children are encouraged to take personal responsibility for their actions and to develop self-discipline.

#### **2. How are these moral values encouraged?**

- Moral values are encouraged by the way in which individual members of staff treat the children and all other members of the school community.
- Religious Education combines spiritual with moral teaching.
- The children concentrate on thinking about and helping those less fortunate than themselves via a host of charitable events.
- In Science, environmental topics are studied, focusing on the need to care for our planet.
- Weekly Learning for Life (PSHEE/PSED) lessons do a great deal to develop moral awareness.
- The overall ethos of the school – an unoppressive, tolerant atmosphere - encourages the pupils' moral growth.
- All subjects of the curriculum can help develop moral awareness, for example: moral issues arise in Science (issues of the downside of 'progress'), Geography (environmental issues), History (development of tolerance) and particularly Religious Education and Personal, Social and Health Education.
- Most Assemblies have a spiritual or moral purpose.

### 3. General

We aim to provide for the moral development of our pupils through

- The general ethos of the school
- The example of all members of the adult community
- A clear moral code based on our Manor Values
- Promotion of the Fundamental British values
- A well organised, high profile Learning for Life (PSHEE/PSED) programme
- Clear policies on bullying and discrimination
- A strong, trusting relationship between all members of the community
- A wider curriculum which reinforces positive concepts through literature, humanities, science, art, assemblies and acts of worship

We encourage pupils to take full responsibility for their actions, their property and for the environment.

We aim to give our pupils a clear understanding of what is right and wrong so that as they mature they will act in accordance with their own principles.

Being truthful

Reacting against injustice

Considering the consequences of their actions

Expressing their own views with confidence

Respecting the views, needs and interests of others

### **SOCIAL DEVELOPMENT**

At the Manor we take a pride in our strong sense of community and well established principles of equality and inclusion. We encourage the children to recognise and respect differences between individuals and encourage respect and cooperation at all times. To this end we believe in the value of corporate experiences such as assemblies, team activities, residential visits, musical and drama productions. The School Council is central to the philosophy and working of the school.

Social and community issues are an important part of the Learning for Life (PSHEE/PSED) programme in each year and the school is always looking for opportunities for the children to contribute to the local and wider community. By the time they reach Y5-Y6 we expect our pupils to:

- Relate well to others
- Work well as part of a group or team
- Resolve conflict
- Share views and opinions with others
- Contribute to the community
- Respect people and property
- Exercise responsibility
- Take advice



- Understand their rights and responsibilities
- Have a clear understanding of how the family unit, school community and wider community work and inter-relate.

## **CULTURAL DEVELOPMENT**

At The Manor we aim to provide a wealth of opportunities for children to experience and explore both their own and other cultures. At The Manor, pupils are encouraged to regard all cultures with respect. Our teaching aims to prepare pupils to interact positively with people of different cultures and faiths. Culture is about the factors that are common to communities, such as custom, traditions, dress, food, and so on. Culture can be examined from both a historical and contemporary perspective. While culture is different to faith, the two can be interlinked, and influence each other.

In our rural community it is often a challenge to deliver the breadth of multi-cultural experience that we would like. The introduction of a biennial Cultural Week has proved to be valuable in this respect.

We aim to provide opportunities for pupils to participate in and appreciate a wide range of literature, drama, music, art and crafts that reflect both the diversity of our own community and that of the whole of society.

Activities include special days related to topics studied in different subjects, visits to theatres, concerts, museums and art galleries, visitors to the school and the Year 6 visit to France.

Many of our activities are reinforced in school through follow up programmes and displays. RE topics include major world religions and artefacts and displays are used to reinforce these studies.

## **MONITORING AND EVALUATION OF DEVELOPMENT**

It is not easy, of course, to chart pupils' spiritual, moral, social and cultural development on a graph but the school does its utmost to monitor such development.

Expectations of the children are adjusted according to their age and ability, including those with SEND.

## **CONCLUSION**

In conclusion, we aim to educate our pupils in the fullest sense, spiritually, morally, socially and culturally. As their role models we set high standards of behaviour. The warmth, respect, love and responsibility towards one another and our pupils are very special qualities at The Manor that we all support. We are committed to the ideal that our pupils are never exposed to cruelty, discrimination, victimisation or vindictiveness and that they are always free from any form of physical, sexual or verbal abuse from anyone at school. Our children should experience the highest standards in our behaviour and attitude towards every child. They learn from us to



behave with courtesy, respect, fairness and affection, so they will behave well towards one another.

The Manor ethos, which is welcoming, sympathetic and stimulating, gives us all a feeling of belonging to a secure, warm, caring community.