

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

Date Policy Reviewed:	13 December 2022
Date of Next Review:	13 December 2024
Person(s) Responsible for Review:	SLT (VF)

This policy should be read in conjunction with our Fundamental British Values Statement, Learning for Life (Personal Social Health Economic Education/Personal Social Emotional Development) Policy and RSHE (Relationships, Sex and Health Education) Policy.

SPIRITUAL DEVELOPMENT

1. Definition

Spiritual development 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.

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.

Spiritual development is the ability for children 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 ensuring that we provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of all children.
- By providing opportunities **in all subjects** for their spiritual aspects to be communicated and experienced, and ensuring our curriculum prepares children for the opportunities, responsibilities and experiences of adult life.
- 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 Creative Minds Festival and Music Evenings are a celebration of the pupils' inventiveness.
- By providing opportunities to be 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) 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 for thoughtfulness and giving. (e.g. Harvest Festival, Remembrance Day Assembly, Charity Events)
- Through making events such as the Carol Service and Christingle Service uniquely rich, spiritual events.
- 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 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 Values, and the reality which the children experience each day at school. Consciously (and unconsciously) each of us conveys the virtues we most value.

COLLECTIVE WORSHIP AND ASSEMBLIES 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*

Aims and Objectives

- Regular collective gatherings 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 senior 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.
- 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 service a term for Years 3-6 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
- A clear moral code based on our Manor Values
- Promotion of the Fundamental British Values
- 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 initiatives
- In Science and Geography, environmental topics are studied, focusing on the need to care for our planet. This topic is also explored through assemblies and extra-curricular clubs
- 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
- Clear policies on bullying and discrimination
- A wider curriculum which reinforces positive concepts through literature, humanities, science, art, assemblies and acts of worship. 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 Learning for Life (PSHEE/PSED)
- Most assemblies have a spiritual or moral purpose
- A strong, trusting relationship between all members of the community, and the example set by all members of the adult community
- 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. We encourage the children to be truthful, react against injustice, consider the consequences of their actions, express their own views with confidence and respect the views, needs and interests of others.

SOCIAL DEVELOPMENT

At the Manor we take 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 and House structure are 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. Children 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 from faith, the two can be interlinked, and influence each other.

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. The Manor's biennial Cultural Week has also proved to be valuable in introducing children to a wide variety of different cultures.

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. This is done particularly through Learning for Life (PSHEE/PSED) end of unit self-assessment sheets and Google Forms.

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 which 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, kind, sympathetic and stimulating, gives us all a feeling of belonging to a secure, warm, caring community.