



Social, Moral, Spiritual and Cultural Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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Introduction

We aim for all children to develop spiritually, morally, socially and culturally as they fully immerse in our rich, varied and stimulating curriculum giving them the knowledge and skills to become citizens in our diverse world.

Why?

We want our children to be curious about the world. To understand sustainable living and global citizenship. We seek to ignite a thirst for knowledge through engaging, inclusive lessons that are scaffolded, enabling all pupils to make progress academically, socially and spiritually. From this, our intent at Falmouth Primary Academy is that our curriculum will enable every child to personally flourish, become solution-focused global citizens, and as they progress into the next stage of their education, they have the requisite skills to be successful, independent and motivated learners.

Through collaboration with our children, staff, Governors and parents we seek to nurture and develop our children's potential to be:



How

This is achieved through a challenging curriculum, underpinned by core values, which provides our pupils with a range of experiences.

Our core values

- We believe that everyone is equal, respected and diversity is celebrated
- We believe that we should make a positive contribution in our local community and the world beyond
- We believe that we should always strive for our personal best and be proud of our achievements
- We believe that we should have a positive outlook on life and have high aspirations
- We believe that kindness and understanding should be at the heart of our interactions
- We believe that a love of reading will open up a world of possibilities and opportunities
- We believe that we should take on active role in caring for our environment, both locally and globally

Planning

From the enquiry question that drives the topic and the drivers that link to it, lessons encourage children to be inspired and to see the possibilities and hopes that comes with the learning. Lessons aim to develop their critical thinking through opportunities to make links in their learning, and through outlets to be creative and link through our community participation. In the active learning experiences, they are encouraged to think about their environment. Teaching encourages the development of growth and dignity, to persevere

when faced with difficult and new challenges and to know what it means to live in a diverse world. (see whole school curriculum overviews)

Spirituality, Moral, Social and Cultural Education considers the 4 areas of: Self, Others, Beauty and Beyond to help children develop their spiritual awareness and foster a sense of responsibility:

The Spiritual Development of children is encouraged through:

- Developing children's curiosity to ask questions
- Through awe and wonder, in outdoor learning, during school visits, visitors and workshops and inspiring lessons
- Connection and belonging, through whole school assemblies, school ambassadors, connections to our local church and community projects
- Heightened self-awareness with daily opportunities to take part in a well-being diet, worry boxes and tools and strategies to build self-esteem and awareness in lessons and in P.S.H.E
- Reflection and collective worship, and through opportunities for daily discussion through wellbeing activities, emotional check ins or whilst considering a topical issue
- A sense of security, well-being, worth and purposefulness through the opportunities provided for leading as a school councillor. Whole school systems that encourage, praise and develop purposeful learning
- The ability to be reflective about their own beliefs, (religious or otherwise) which inform their perspective on life and their interest in and respect for different people's feelings, values and faiths.
- Encouragement to reflect on their own experiences by promoting a sense of enjoyment and fascination in learning; about themselves, others, the world around them, and that which is intangible
- In developing the use of imagination and creativity in their learning

The Moral Development of children is encouraged through:

- Encouraging pupils to recognise the difference between right and wrong, take responsibility for their actions and developing codes of behaviour based on their knowledge of the moral codes, of their own and other cultures, for example, respect for property, care of the environment, and to have a respect for the civil and criminal law of England (see behaviour policy)
- Respecting others' needs, interests and feelings, as well as their own, and an ability to accept and appreciate that others may have a different viewpoint. To develop an understanding of the need to review and re-assess their values, codes and principles in the light of experience, offering reasoned views about moral and ethical issues
- Ensuring a commitment to personal values
- Promoting racial, religious and other forms of equality
- Providing models of moral virtue through literature, humanities, sciences, arts and collective worship; and reinforcing the school's values through images, posters, classroom displays, etc and monitoring in simple ways, the success of what is provided

The Social Development of children is encouraged through:

By developing an interest in, and understanding of, the way communities and societies function at a variety of levels. E.g. the family, the school, the local community, and the wider world and understand the notion of interdependence in an increasingly complex society, by identifying the key values and principles on which communities are based In a willingness to participate in a variety of social settings, cooperating well with others including working and socialising with pupils from different religious, racial, ethnic and socioeconomic backgrounds. To be able to promote all forms of equality and be able to share views and opinions with others, to foster a sense of community with common, inclusive values

Being able to resolve conflicts maturely, appropriately and effectively, exercising responsibility and encouraging pupils to work co-operatively
 Providing positive experiences to reinforce our values as a school community –for example, through collective worship, team building activities, residential experiences, school productions

A willingness to volunteer and reflect on their own contribution to the school community and wider society

Show respect for people, living things, property and the environment

In acceptance and engagement with the fundamental British Values of democracy, the rule of law, respect those with differing faiths and beliefs. Their attitude towards these British values allows the children to participate fully in and contribute positively to life in modern Britain.

Providing opportunities for engaging in the democratic process, participating in community life, to exercise leadership and responsibility and to forge effective links with the wider community, e.g. the world of work

The Cultural Development of children is encouraged through:

Cultural capital, gradually widening children’s experiences as they progress through our school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for children to have progressively richer experiences in reception and beyond, which are in line with our curriculum drivers.

An understanding and appreciation of the wide range of cultural influences that encourages their own heritage

- A willingness to participate in, and respond to as artistic, literacy, musical, sporting, mathematical, technological, scientific and cultural opportunities
- An understanding and appreciation of cultural diversity within school as an essential element of their preparation for life in modern Britain. Greatly developed by observing their attitudes towards religious, ethnic and socio-economic groups in the local, national and global communities
- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment
- By extending pupils’ knowledge and use of cultural imagery and language and 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 importance and significance both personally and relationally
- Reinforcing the school’s cultural links through displays, posters, workshops etc. developing partnerships with other schools and individuals to extend pupils’ cultural awareness, for example providing opportunities to visit the museum and gallery visits

Appendix 1

<u>Spiritual Development</u>	
<u>Provision</u>	<u>How it is evidenced</u>
<ul style="list-style-type: none"> • Religious Education curriculum • Assemblies • Opportunities for quiet reflection • Outdoor education • Visitors to school • Regular and purposeful P.S.H.E provision 	<ul style="list-style-type: none"> • RE curriculum plans • Visiting places of worship • Whole school assemblies and celebrations of values • Outdoor learning • School curriculum inspired visits • Residential visits • Religious calendar celebrations such as: Harvest, Christmas and Easter, Hannukah, Diwali • Visits from faith and church groups • Time to reflect upon learning and experiences
<u>Moral Development</u>	
<u>Provision</u>	<u>How it is evidenced</u>
<ul style="list-style-type: none"> • School behaviour Policy and Code of Conduct • Religious Education curriculum • Pupil Voice • Golden rules • School Council • Taking part in Charitable projects • Regular and purposeful P.S.H.E provision 	<ul style="list-style-type: none"> • Regular reviews of behaviour • Nurture sessions • Celebration of children's achievements • E-Safety teaching • Whole school collective worship and explicit discussion of school values and British values. • Weekly certificates to children in assembly and achievements celebrated in school newsletter • Child participation in a range of pupil groups: School Council, sports teams, a range of clubs and groups. • Charity appeals • Choir Singing at community events

<u>Social Development</u>	
<u>Provision</u>	<u>How it is evidenced</u>
<ul style="list-style-type: none"> • Regular and purposeful P.S.H.E provision • Working together in teams • Pupil Voice • Extra-curricular activities • Arts Curriculum • Outdoor Education • PE curriculum • Off site learning opportunities e.g. beach days • Residential and other school visits • Links to other schools • School Council 	<ul style="list-style-type: none"> • School councillors • Team captains • Residential visits • Educational visits • Afterschool clubs • Participation in Music events • Transition visits • Play leaders • PE Leaders • Science ambassadors • Class Buddies • Participation in Charity support • Participation in Sporting events • Participation at Trust Council • Class and school sports competitions
<u>Cultural Development</u>	
<u>Provision</u>	<u>How it is evidenced</u>
<ul style="list-style-type: none"> • School Visits • Regular and purposeful P.S.H.E provision • Participation in the Arts through music events • Arts curriculum • Music curriculum • Modern Foreign Languages • Cultural capital experiences • Motivator days 	<ul style="list-style-type: none"> • School visits to Churches, museums, galleries, concerts, theatre visits • Meeting authors • Dance workshops • Music and choir Performances • Music instrument opportunities • Visits from people of different cultures • Modern Foreign Languages • Sports Day • Each year group participating in cultural capital experiences • Residential visits eg. Year 6 Camp, Year 5 London trip.