



**Trevisker**  
Primary  
School



**Kernow Learning**  
Building Excellent Schools Together

# Spiritual, Moral, Social and Cultural Development Policy

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### Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01841 540363 or email [trevisker@kernowlearning.co.uk](mailto:trevisker@kernowlearning.co.uk)

# Spiritual, Moral, Social and Cultural (SMSC) development Policy

**Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.**

At Trevisker we have a strong nurturing ethos through which we celebrate our differences. We believe that we will achieve through inspirational, exciting and challenging learning that utilises our natural environment. We aspire to create endless possibilities for our pupils and to make a positive contribution to society. We achieve by enabling everyone to flourish academically, spiritually and emotionally.

At Trevisker, SMSC is based on the guidance set out by Ofsted.

## **The spiritual development of pupils is shown by their:**

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

## **The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

## **The social development of pupils is shown by their:**

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## **The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain



- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## Planning

When planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority are delivered through cross-curricular activities as well as specific PSHE, RE and Circle Time activities. Throughout our curriculum, we provide for opportunities which include:

- Spirituality – encouraging our pupils to reflect upon their learning and its impact on themselves and others
- Hope – providing aspirational opportunities
- Inspiring – developing a curriculum and experiences to engage and inspire learners
- Nurture – caring and growing ourselves, others and God's creation
- Environment – developing an awareness of our local, national and international community
- Curiosity and questions – answering big questions
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness
- The school has developed a climate within which all children can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

## We support children to:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience.



### **Spiritual Development is supported by:**

- All governors, staff, parents and children through the ethos of the school
- Encouraging children to live out their spirituality in whole school worship and assemblies, collective worship, moments of reflection, RE, PSHE, class circle time and through links with the local church and community.
- Developing pupils' sense of wonder and curiosity about life
- Ensuring times of reflection and stillness in the challenges of life
- Providing opportunities for the expression of imagination, inspiration, insight and empathy
- Developing a sense of self-worth and an understanding of the worth of others
- Developing relationships based on the Trevisker Virtues
- Ensuring an appreciation of all regardless of race, ability and gender, religion and culture.

### **Moral Development is supported by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- 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, making a conscious effort to make a difference
- 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 positive 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 virtues through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

### **Social Development is supported by:**

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community with common, inclusive values
- Encouraging pupils to work co-operatively
- 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, performing arts and sporting events
- 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 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.

### **Cultural Development is supported by:**

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrate

- 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, workshops etc. As well as developing partnerships with other schools and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

## Monitoring

Children who are developing spiritually are likely to become successful learners who:

- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- know about big ideas and events that shape our world
- Confident individuals who:
  - have a sense of self-worth and personal identity
  - relate well to others and form good relationships
  - are self-aware and deal well with their emotions
  - are open to the excitement and inspiration offered by the natural world and human achievements
- Responsible citizens who:
  - have a strong sense of their own place in the world
  - recognise and value the contributions of others
- These qualities are monitored and evaluated in the following ways:
  - Monitoring of lesson plans and teaching and learning by SLT/Subject Leaders/Governors
  - Sharing of classroom practice and learning
  - Evidence from pupils' voice
  - Inclusion in the School Improvement Plan.

