

Netherfield Infant & Nursery school

Spiritual, Moral, Social and Cultural Development Policy

The spiritual, Moral, Social and Cultural Development Policy at Netherfield Infant School pays due regard to legal requirements, and is consonant with the philosophy and aims of the school as expressed in the school Prospectus. It is also consistent with the guidelines offered by the Nottinghamshire SACRE and Agreed Syllabus.

In our school, spiritual development is seen as:

- the development of the inner self
- search for individual identity
- a developing awareness of the things in life which promote awe and-wonder
- a search for and understanding of the meaning, purpose and values in life.

In our school, moral development is seen as:

- an awareness and understanding of rules and expectations in school and in the wider community / society.
- acknowledging the difference between right and wrong
- promoting and demonstrating justice, fairness, honesty and respect for everyone
- making informed decisions about moral issues and dilemmas
- accepting that individuals are responsible for their own behaviour and actions

In our school, social development is seen as:

- promoting and encouraging positive relationships in every- sphere of life
- promoting and encouraging individual and communal responsibility
- recognising one's own self worth and the worth of others

In our school, cultural development is seen as:

- an awareness of different ways of life in other societies
- recognising and appreciating one's own cultural background / heritage
- an acceptance and an understanding of other cultures and religions
- valuing the richness and diversity across cultures
- appreciating aspects of life, such as the arts, which enrich the aesthetic nature of life.

Whilst it is useful to define each dimension separately, spiritual, moral social and cultural development is often interdependent.

Aims for spiritual, moral, social and cultural development:

- to create an environment where children feel secure and valued as individuals
- to encourage in the children a sense of their own worth and the worth of others
- to encourage a questioning approach to life
- to develop children's awareness and understanding of themselves and what it means to be human
- to develop children's awareness and understanding of their relationships to others and the world
- to promote and encourage the Christian values which underpin the school
- to encourage children to develop their own personal values and to learn to appreciate the beliefs and practices of others
- to encourage children to respond to life's experiences in a positive way
- to promote appreciation for the richness and diversity of the many aspects of life.
- to provide opportunities for spiritual, moral, social and cultural development through the ethos and the broader curriculum of the school

Provision of Opportunities

Spiritual, moral, social and cultural development does not take place in any one aspect, in isolation of other aspects of school life. Opportunities are provided through:

1. The Ethos of the School

The ethos of the school, of the family and of the community provides the context in which spiritual, moral, social and cultural development takes place. For such development to be promoted in school, a positive ethos, one in which respect and mutual esteem is encouraged and the individual is valued is essential.

2. Collective Worship

Collective worship affords pupils opportunities for spiritual, moral, social and cultural development by addressing matters of common interest or concern, exploring shared values, celebrating, exploring and reflecting on their own beliefs, and the beliefs of others and provides the opportunity to worship.

3. The Curriculum

All subjects contribute to the spiritual, moral, social and cultural development of pupils, but some subjects and activities such as language, literature/story, art, music, history and RE make a particular contribution.

4. Extra-curricular activities and Community Links

Opportunities for spiritual, moral, social and cultural development are provided through engaging in activities and experiences which harness and develop their interests, talents and abilities, promoting a sense of enjoyment through service, achievement, meeting and working with others.

Responsibility for SMSC Development in the School

The co-ordinator for SMSC development is also RE co-ordinator. The areas of responsibility are:

- to ensure that the policy for SMSC development reflects the aims of the school and takes into account guidance offered by the Diocese/the LEA and the QCA.
- to ensure that the policy for SMSC is implemented throughout the school
- to monitor the provision by reviewing planning and recording documentation, through discussions with staff and by observation
- to evaluate the provision and offer guidance to staff to enhance provision through teaching methods and learning experiences
- to attend courses and disseminate information, and organise training when appropriate needs have been identified
- to identify appropriate resources which may enhance the provision

Promoting Values through spiritual, moral, social and cultural development

Values will be promoted through engaging with and in the activities and experiences provided for SMSC development.