Wilby Church of England (VA) Primary School
Spiritual, Moral, Social and Cultural (SMSC) Policy

Together we are inspired to learn within the family of God's love.
We encourage one another to reach our full potential within a Christian atmosphere.
John 13:34
"A new commandment I give to you, that you love one another as I have loved you."

Vision
At Wilby CE VA Primary School we are deeply committed to inspiring our children to learn and reach their full potential. Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian atmosphere. The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils. The development of good social, interpersonal skills and enthusiastic, but also thoughtful and caring attitudes in all our pupils is central in preparing our children for life in Britain and a global society.

The ethos of our school is aimed at helping all children to develop respect for themselves and each other to become increasingly responsible for their own actions and to be aware of and sensitive to the needs of others.

Besides a respect for persons, all members of the school community are encouraged to share a respect for property, to have a strong sense of right and wrong and to have a caring attitude for the world in which we live.

This policy should not be read in isolation but in conjunction with other school policies.

Spiritual development is about a journey, which includes seeking who we are at our deepest level and exploring how we relate to the world and those closest to us. It involves respect for other faiths, values and feelings; learning from others and the world around us, and using imaginative and creative ways of discovering who we are.

Moral development refers to pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to which is right or wrong.

Social development refers to pupils' progressive acquisition of the competences and qualities needed to play a full part in society.

Cultural development refers to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups.

Spiritual development
The potential for spiritual development is open to everyone and is not confined to the development of religious beliefs or conversion to a particular faith.

It applies to something fundamental in the human condition which is not necessarily experienced through the physical senses and / or expressed through everyday language. It has to do with relationships with other people and, for believers, with God.

There are many aspects of spiritual development:

- **Beliefs** – The development of personal beliefs, including religious beliefs: an appreciation that people have individual and shared beliefs on which they base their lives; a developing understanding of how beliefs contribute to personal identity.

- **A sense of awe, wonder and mystery –** Being inspired by the natural world, mystery, or human achievement.

- **Experiencing feelings of transcendence** – Feelings which may give rise to belief in the existence of a divine being, or the belief that one's inner resources provide the ability to rise above everyday experiences.

- **Search for meaning and purpose –** Asking 'why me?' at times of hardship or suffering; reflecting on the origins and purpose of life; responding to challenging experiences of life such as beauty, suffering and death.

- **Self knowledge** - An awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences, a growing understanding and acceptance of individual identity; the development of self-respect

- **Relationships** - Recognising and valuing the worth of each individual; developing a sense of community; the ability to build up relationships with others.

- **Creativity** – Expressing innermost thoughts and feelings through, for example, art, music, literature and crafts; exercising the imagination, inspiration, intuition and insight.

- **Feelings and emotions** – The ability to recognise and respond appropriately to a variety of emotions.

Moral Development

The school community, like family life, provides a context for moral learning and experience. We strive to provide a clear, consistent and secure moral framework in which children will feel able to explore moral questions which affect them.

The school encourages:

- Telling the truth
- Keeping promises
- Respecting the rights and property of others
- Taking personal responsibility for one's actions
- Self-discipline

It discourages:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty

Children should grow up knowing which of these things are acceptable and which are not.

The aim of the school, in partnership with the home, is to furnish pupils with the knowledge and ability to question and reason which will enable them to develop their own system and to make responsible decisions.

Social Development
Our school aims to help pupils to discover about living in society and in community, both through our formal structures and the organisation of classroom or team activities and also through the content of the curriculum.

Particular teaching methods will help provide social skills such as leadership, co-operation and communication.

Social Development is to be judged by:

- The quality of relationships in the school
- Pupil's ability to exercise a degree of responsibility and initiative
- Pupil's ability to work successfully in groups and to participate co-operatively and productively in the school community
- Pupil's growing understanding of society through the family, the school and the local wider communities, leading to an understanding of the structures and processes of society.

Cultural Development
Our school fosters pupils' cultural development by the ways in which we value and encourage pupils' own cultural interests and achievements and in ways in which we enrich and broaden pupils' experience of all aspects of culture.

We aim to instil respect for the values and customs of other significant cultures represented in the region and country, so that there will be an understanding of pupils' own cultural roots and a broadening of their cultural horizons.

The development of cultural values will lead progressively to pupils acquiring:

- **Knowledge** of the nature and roots **of their own** cultural traditions and practices and also of the key features of **other** major cultural groups within their own society.
- **Understanding** of the diversity of religious, social, aesthetic, ethnic and political traditions and practices – nationally and internationally
- **Personal response and accomplishment** in a range of cultural fields. For example – Literature, both prose and verse; Music; Technology, including Computing; Art and Design; Physical movement, including dance and sport.