



**Charlestown**  
Primary School



# Spiritual, Moral, Social and Cultural Policy

Version Number	V1
Date Adopted by Governors	10 <sup>th</sup> October 2023
Scheduled Review Date	Autumn 2024
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.  
If you would like this information in any other format, please contact us on  
01637 303106 or email [info@kernowlearning.co.uk](mailto:info@kernowlearning.co.uk).

#AsOne  
**Kernow Learning**



<b>Version and issue date</b>	V1
<b>Approved</b> (date of meeting)	Local Governing Body 17 <sup>th</sup> January 2023
<b>Scheduled review date</b>	Autumn 2023
<b>Statutory or Optional policy</b>	Statutory
<b>Appendices</b>	Yes

**Meeting your communication needs:**

We want to ensure that your needs are met, if you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the school, telephone: 01726 812831 or email: [charlestown@kernowlearning.co.uk](mailto:charlestown@kernowlearning.co.uk)

## **Aims**

At Charlestown Primary School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the students to develop an inner discipline and will encourage pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

## **Definitions**

### **Spiritual Development**

Pupils' spiritual development is shown by their:

- sense of **enjoyment** and **fascination** in learning about **themselves, others** and the **world around them**, including the intangible
- use of **imagination** and **creativity** in their learning
- willingness to **reflect** on their **experiences**
- beliefs, religious or otherwise, which inform **their perspective on life** & their **interest in & respect for different people's feelings & values**

### **Moral Development**

Pupils' **moral development** is shown by their:

- ability to **recognise** the difference between **right** and **wrong**, and their readiness to **apply** this understanding **in their own lives**
- understanding of the **consequences of their actions**
- **interest in investigating**, and offering **reasoned** views about, **moral** and **ethical issues**

### **Social Development**

Pupils' **social development** is shown by their:

- **use** of a range of **social skills** in **different contexts**, including **working** and **socialising** with pupils from **different religious, ethnic and socioeconomic backgrounds**
- **willingness to participate** in a **variety of social settings**, **cooperating well with others** and being able to **resolve conflicts** effectively
- **interest in**, and understanding of, the way **communities** and societies **function** at a variety of levels

### **Cultural**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their **own heritage**

- **willingness to participate** in, and **respond to**, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural **opportunities**
- interest in **exploring**, understanding of, and **respect for cultural diversity** and the extent to which they **understand, accept, respect and celebrate diversity**, as shown by their **attitudes** towards **different religious, ethnic and socio-economic** groups in the **local, national and global communities**

## Planning

In 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 will be delivered through cross curricular activities as well as specific activities through RSHE, Exploration of both British values as well as other cultures, Class & School Assemblies, Circle Times and School Trips.

As a school we pride ourselves on the extensive work we do to celebrate our local community, national events as well as international festivities. We regularly plan whole school celebrations which involve pupils, parents, the PTA, the school counsellors and members of our local community. Some recent events include our fundraising project for MacMillan Cancer Research, our Stay and play sessions for current and perspective pupils as well as a celebration assembly for pupil achievements and the contributions of our school counsellors.

The teaching and learning in and around the SMSC arena will be achieved through strategic planning and execution of CPD opportunities which will engage all school staff. This is inclusive of a whole range of school activities which are to be overseen by the school's Senior Leaders. This is done through collective assemblies, Social Skills groups (e.g. Lunch club), Pupil's voice and RSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, Praise Points points system, parent contributions, stickers, Weekly certificates in achievement assemblies, Head teacher's award and other means that highlight both academic and social achievements (please also refer to our Behaviour Policy).

## Spiritual Development

**Planned opportunities for spiritual development in all subjects can be seen across the school.**

**Children are given opportunities to reflect upon the meaning of spiritual experiences.** Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Self-belief and confidence
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference, tolerance and respecting the integrity of individuals.

These can occur during any part of the school day, e.g. When listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

## Moral Development

**At Charlestown Primary School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:**

- 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.

**Our school develops pupil moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school.
- Promoting racial, religious, gender, sexuality and other forms of equality.
- 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.
- 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 good 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 values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. Tolerance, self-identity and acceptance are also promoted through the celebration of a whole range of religious festivals as well as key British and international date and event such as the King's birthday, St Georges Day, St. Piran's day etc....

## Social Development

**At Charlestown Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:**

- Adjust to a range of social contexts by appropriate and sensitive behaviour.
- Relate well to other people's social skills and personal qualities.
- Work successfully, as a member of a group or team.
- Share views and opinions with others.

- Resolve conflicts maturely and appropriately.
- Reflect on their own contribution to society.  
Show respect for people, living things, property and the environment.
- Exercise responsibility.
- Understand how societies function and are organised in structures such as the family, the school.
- Understand the notion of interdependence in an increasingly complex society.

#### **Our school develops pupil social development by:**

- Identifying key values and principles on which school and community life is based.
- Fostering a sense of community, with common, inclusive values.
- Promoting racial, religious and other forms of equality.
- 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, school productions.
- 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 an 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.
- Monitoring in simple, pragmatic ways, the success of what is provided.

#### **Cultural Development**

**Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our Foundation plans.**

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity.
- An interest in exploring the relationship between human beings and the environment.

#### **Our school develops pupils' cultural development by:**

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

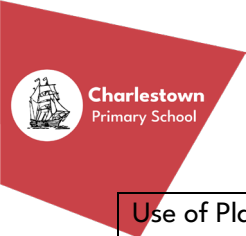


- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.

Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of RSHE, RE, MFL, School Council etc.

**The Key Features of SMSC at Charlestown Primary School**

<b>Activities</b>	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
Pre/After School Clubs				
Assemblies				
Charity Support				
Competitions				
Library, celebrate diversity				
Learning walks				
Themed Days/Weeks				
Trips and Excursions				
School Council Involvement				
Is SMSC evident when pupils/staff move around the school?				
Do classroom/corridor entrance displays reflect an SMSC environment?				
Does school website reflect SMSC ethos?				
Use of the SMSC Grid				
Use of class Dojo/Class story/School story				
Use of whole school behaviour strategies & initiatives				



Use of Playground Chips (as dojo points)				
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### **Pupil Voice**

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to children establishing procedures, events and contributing to the overarching ethos of the school. Pupil voice will be democratically carried out through the introduction of a school council as well as the election of a head boy and head girl in each year group.

To be reviewed October 2025