



Part of the Minster Trust for Education



Moral, Social and Cultural Development Policy

January 2025

Introduction

Spiritual, Moral, Social and Cultural (SMSC) development is carried out and promoted, not only through subjects in the curriculum, but also within the context and spirit of Holy Trinity's vision, values, and virtues. As a church school, we endeavour to place citizenship and SMSC development in the context of the Christian faith and values. It should be considered with our separate policy on Spiritual Development.



Our Vision: Together we grow to be the best that God created us to be.

(Rooted in John 13:34 Love one another as God loves us)

Our Values: Respect, Kindness, Honesty, Forgiveness, Responsibility

Our Virtues: Lived through our Rainbow Rules - We are gentle, we are kind & helpful, we listen, we are honest, we work hard, we look after and respect each other and property, we have good manners

Our Mission: At Holy Trinity Infant School all children come first and all children succeed. We are on an adventure of learning, loving and laughing together, in a nurturing environment which holds Christian values at its heart.

In the review of this policy, we have taken into consideration, as a church school, the following Church of England documents: Church of England Vision for Education (2016), Valuing All God's Children (2017), and Mental Health and Wellbeing: Towards a Whole School Approach (2018).

We want to recognise each person in our school community, and beyond, as being unique and God given.

We want to have a commitment to living out the teachings of Jesus as well as agreed norms in society. We want to be identified a "serving community", identifying the needs of everyone in our school and in the wider community. We want our pupils and community to know they have Christian traditions, Church and Gospels to support them on their journey through life.

Definitions

Moral Development- Acquiring knowledge of what is right and wrong is central. It is the basis upon which we develop the ability to make judgements about how to behave and the standpoint from which we consider the behaviour of others in school and society.

Our Rainbow Rules provide an early introduction to fairness for all and consequences if we operate outside of these. Christian principles in our church school are our first points of reference for our pupils, relating moral dilemmas to the teachings of Jesus. Ultimately, for us, is it about acquiring the will to be responsible members of the local, national and global communities.

Social Development- This is the development of abilities and qualities needed to play a full and active part in society and to understand society in all its aspects.

Our church school provides an environment which promotes social development within a Christian context of forgiveness and love for others. Pupils learn to lead, be supported; use their initiative and skills towards a common goal through cooperation and well-established relationships.

Cultural Development- This refers to the knowledge and understanding of differing cultural beliefs, customs and traditions. It is necessary for us to develop a sense of personal identity, whilst at the same time acquiring awareness, tolerance and an eagerness to celebrate differences within any society as part of our British Values.

Pupils at Holy Trinity have knowledge and experiences which are built upon and strengthened, gaining a deeper understanding of their own culture and beliefs as a Christian school, while at the same time, they gain a boarder understanding of other cultures and traditions.

Aims of Moral Development

- To understand principles lying behind decisions and actions
- To be able to take moral decisions themselves
- To assume moral responsibility through belief and conviction
- To be able to distinguish between right and wrong
- To promote Christian values
- To develop the will to behave morally as a point of principle

Objectives for Moral Development

- To tell the truth
- To respect rights and property of others
- To help those less fortunate than ourselves
- To act considerately towards others
- To take responsibility for one's own actions
- To exercise self-discipline
- To develop positive attitudes
- To develop high expectations
- To conform to commonly agreed norms in society for the good of all, but with a commitment to live out the challenge of Jesus' teaching

Opportunities We Provide

We encourage and enable moral development of all pupils including those with SEN or disabilities by providing activities which: -

- Include a clear moral code as a basis for behaviour in all aspects of school life
- Promote all forms of equality according to our Equality Policy
- Give opportunities to express views/ practise decision-making in a safe, non-threatening environment
- Model values of fairness, integrity, respect etc. through quality relationships
- Respect moral codes of different cultures
- Encourage pupils to take responsibility for their own actions
- Provide models of moral virtue through English, humanities, sciences, arts, Collective Worship
- Reinforce the school's values through images, posters, displays, screensavers etc.
- Lead pupils to doing what is right for right's sake and not through fear of the consequences if this is not done

Links to the Whole-School Curriculum

English-Discussing right and wrong; morals in English, dramatising situations which raise moral questions.

Maths-Finding the truth, sometimes needing only one answer.

PSHE/RSE-Exploring self-knowledge, self-control, responsibility, giving/receiving forgiveness; awareness of feelings e.g. through "temptation" and bullying; understanding human nature- well-being, suffering, hope as being part of experiences and belief; rules and application of religious codes e.g. The Ten Commandments; sense of justice/fairness, fighting for a cause; develop an awareness of the dangers of acting against their conscience.

Science-Caring for living things; issues raised by scientific discovery and progress e.g. space- travel, medical decisions.

Technology-Cooperation with others through activities; it being helpful or destructive.

ICT -Being trustworthy using the technology; correct information, e-safety.

History-Moral stances taken e.g. wars and peace; stories with changes in attitudes.

Geography-Care for the environment; awareness of misuse of world's resources; poverty and affluence.

Art-Interpreting pictures from moral point of view.

Music-respecting ideas/talents of others; musicians' lives.

Religious Education-Stories with moral messages from world religions; responsibility within religious communities; exploring the bases of moral decision-making/how religion is influenced by teachings, sacred texts, religious leaders, key statements on values and ethical codes of practice; exploring what is of ultimate value for pupils and believers.

Physical Education-Team games/obeying rules; awareness of others' needs including physical; celebrate achievement, sense of fair play, not hurting anyone.

Assessment

What evidence is there that pupils are increasingly:

- Behaving in responsible, caring ways
- Understanding the consequences of their own and others' actions
- Committed to the moral code of the school and society
- Able to express themselves, justify opinions, accept opinions of others
- Challenge behaviour which does not match our virtues and Rainbow Rules
- Apply their thinking to their actions, understanding the principles lying behind these actions and decisions, not just the behaviour itself.
- Apply their thinking to the Christian values?

Social Development

Aims of Social Development

- To be competent in skills for everyday living
- To state own point of view; listen to those of others
- To make sensible choices in light of information available
- To cope confidently with unfamiliar people or situations
- To learn from mistakes within social situations which have unforeseen circumstances
- To take initiative, act responsibly as an individual, member of a family, school or wider community
- To respect the law and encourage others to do so
- To respect religious and cultural diversity
- To understand our place within nature as human beings

Objectives of Social Development

- To be aware of different types of relationships and form effective relationships in work and play
- To know what antisocial behaviour is and the consequences of such
- To understand why rules and laws are needed
- To understand what constitutes a healthy life-style
- To know how to resolve conflict in a non-violent way
- To recognise different social and faith groups in society
- To promote all forms of equality including culture or class, religion or belief, gender, gender identity, SEND
- To face challenges confidently
- To preserve the balance and diversity of our environment

Opportunities We Provide

Pupils will be encouraged to:

- Relate positively to others
- Share emotions of joy, love, hope, sadness, fear, reverence with Christian values to help us experience and cope with all of them
- Participate fully and take responsibility within the classroom, school and community
- Understand the need to behave in a certain way, depending on the place/occasion

- Interact positively with others, take turns, collaborate, negotiate, co-operate including through contacts outside school at sporting activities, visits, church services etc.
- Breakfast and After School Clubs provide extra-curricular opportunities and social interaction

Links with the Whole-School Curriculum

English-Circle time skills of speaking and listening; social interaction through play; writing/ communicating with an audience; drama work; stories to create awareness of the variety of life-experiences.

Maths-Social interaction with maths games, taking turns/ sharing; pair /group work to solve problems.

Science- Group investigations, sharing expertise and skills.

Technology- Designing with others; using technology to benefit others e.g. people with disabilities.

ICT-Data handling for social issues e.g. traffic surveys; poster designs.

History-Children of the past; structures of society e.g. hospitals, workhouses.

Geography-Local studies of housing, communities, families.

Art-Art as a means of learning about people and society.

Music-Collaborative work e.g. Collective Worship, performances, singing.

Religious Education-stories from faith communities and secular ones to show how people make choices/ behave; learn religious teachings give a framework for dealing with right and wrong; different “Places of Worship” and festivals; visitors from local churches; how Christians might deal with moral issues; relationships with God, other human beings and the rest of “creation;” find out about charitable organisations and how these may be linked to faith; explore prejudice issues through role-play, develop empathy; role of worldwide faith.

Physical Education-Creative dance, pair work in gymnastics; enjoyment of team games.

Assessment

What evidence is there that pupils increasingly:

- Make decisions to express and share their views
- Recognise, name and deal with feelings in a positive way
- Follow rules and contribute to life of class/school
- Understand differences between playing, teasing and bullying
- Ask for help appropriately
- Meet and talk with a variety of people
- Respect others, care for them, earn loyalty, respect, trust and confidence
- Be positive about themselves, knowing their own character, strengths, weakness and achievements
- Making use of their talents, rights and opportunities?

Cultural Development

Aims of Cultural Development

Pupils should develop a range of skills including

- Positive attitudes towards other cultural backgrounds
- Appreciating there are other religions and customs within the society in which they live
- Awareness of how people's lives can be affected and influenced by culture
- Understanding their own culture and traditions
- Making choices and participating in cultural opportunities offered by school

Objectives of Cultural Development

- To develop a sense of one's own identity and belonging
- To develop a love for learning
- To learn to appreciate music, art, drama, literature
- To start to understand about British values and culture, including Christianity
- To appreciate the values and customs of other ethnic and faith groups in British society and in the world beyond
- To develop an ability to value current music, icons, media etc. independently of any peer pressure

Opportunities we provide

- Chances to value their own heritage through the arts, visits to churches, museums, theatres; work with authors, performers
- Learn that culture can be expressed through music, art, dance, drama, literature, history, geography and religion
- Appreciation of different life styles e.g. clothes, foods, special books, festivals, buildings, music, customs, relationships
- Discussions about how cultural traditions develop and change e.g. through technology
- Encouraging partnerships with outside agencies and individuals to extend pupils' cultural awareness
- Whilst providing a specifically Christian ethos, the school will also actively embrace diversities of belief and style of living in the community.

Links to the whole school Curriculum

English-stories/ literature from other cultures as well as our own; aware of issues e.g. stereotyping, equal opportunities in literature.

Maths-creating Islamic, Rangoli patterns; counting in different languages.

Science-Differences/similarities between groups of humans; Creation stories from different cultures.

ICT-Investigating information about different cultures as well as our own by using internet; connect with other children by e-mail, web cams etc.

Religious Education-Learning about different religions/how religious ideas are expressed in different cultures e.g. food, dress, patterns, festivals and celebrations; meeting visitors, visiting places of worship; noting the similarities between religions.

Technology-Effectiveness of technology in other cultures and our own.

History-Stories of religious/non-religious leaders and their influence upon cultures.

Geography-Learning about different countries and cultures; the influence of the environment upon different societies.

Art-Pictures, weaving, sculpture etc. from a variety of cultures.

Music-Music from a variety of cultures e.g. calypso songs; listening to and using instruments.

Physical Education-Dances from a variety of cultures.

Assessment

- Appropriate responses to stories, videos, artefacts
- Records of work, displays, photographs
- Increased participation in cultural activities
- Attitudes expressed during cultural visits, relating to visitors
- Developing attitudes of respect, sensitivity and open-mindedness

The Governing Body

The Governing Body is responsible for:-

- Ensuring the Church Foundation of the school is honoured and that this policy promotes our Christian vision, values, principles and practices.
- Ensures the policy is put into practice, monitored by all Governors through the Governor Development Plan and policy review timetable. Foundation Governors play a particular role in this monitoring and review.
- Playing major role in the SIAMS and Ofsted inspections in terms of SMSC development

Monitoring and Evaluating

This is an on-going process for SMSC. We do include it in our School and Governor Development Plans, considering themes and approaches, resources, and staff training.

The coordinator for SMSC development is the Headteacher with support from subject coordinators as this policy refers to the whole life of the school.

Links with other Policies

Collective Worship Policy

Religious Education Policy

Moral, Social and Cultural Development

Relationships and Sex Education Policy

Equality Policy and Accessibility Plan

SIAMS Self-Evaluation

Reviewed: January 2025

Next Review: January 2027