Sandy Lane Nursery and Forest School
"Nurturing curiosity and inspiring imagination"

Spiritual, Moral
Social and Cultural Development
Policy

DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	1	21.03.16	Approved by school's Curriculum Committee

Approval

Governing body free to delegate to a committee of the governing body, an individual governor or the headteacher

Frequency

Governing body free to determine

Spiritual, Moral, Social and Cultural Development

Sandy Lane Nursery and Forest School recognises that the personal development of children, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. The aim is therefore to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures.

Guidelines

All areas of learning within the Early Years Foundation Stage have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned accordingly.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for children and their families. The school community will be a place where children can find acceptance for themselves as unique individuals and where understanding and the opportunity to start again is fundamental to the ethos of the school.

Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Children should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate children's achievements.

All areas of learning should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in planning and purchasing decisions.

General Aims

- To ensure that everyone connected with the school is aware of its values and principles
- To ensure a consistent approach to the delivery of SMSCD (Spiritual, Moral, Social and Cultural Development) through the curriculum and the general life of the school
- To ensure that a child's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- To ensure that children know what is expected of them and why
- To give each child a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- To enable children to develop an understanding of their individual and group identity
- To enable children to begin to develop an understanding of their social and cultural environment and an appreciation of the many cultures that now enrich our society
- To give each child the opportunity to explore social and moral issues and develop a sense of social and moral responsibility

Spiritual Development

As a school, the aim is to provide learning opportunities that will enable children to:

- Sustain their self-esteem in their learning experiences
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships with peers and adults in school
- Reflect on, consider and celebrate the wonders and mysteries of life

The school will develop a climate and ethos within which all children can grow and flourish, respect others and be respected, accommodating difference and respecting the integrity of individuals. Staff do this using an inclusive approach – for example, by commemorating different celebrations and the way each of us observes the same events; by witnessing the miracles of life through our observations of hatching chicks, caterpillars changing to butterflies and frog spawn to tadpoles; and by discovering spiders' webs on a frosty day and mini-beasts under logs.

Moral Development

As a school, the aim is to provide learning opportunities that will enable children to:

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements

Practitioners always generate with their key children a set of rules based on the values held by the school, which are displayed. They teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. Staff will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through family group time and PSED (Personal, Social and Emotional Development) circle time. The school is interested in the development of the whole child and will endeavour to raise their self-esteem through praise and other means that highlight both academic and social achievements (please refer to Sandy Lane Nursery and Forest School's Behaviour Policy). Moral dilemmas are also explored and discussed through story and role play.

Social Development

As a school, the aim is to promote opportunities that will enable children to:

- Develop an understanding of their individual and group identity
- Learn about their role in the school and wider community

Staff recognise that children who are becoming socially aware are likely to be developing the ability to:

- Adapt behaviour to different events, social situations and changes in routine
- Relate well to other people's social skills and personal qualities
- Play co-operatively as part of a group
- Understand that their own actions affect other people
- Share views and opinions with others
- Begin to be able to negotiate and solve problems without aggression
- Reflect on their own contribution to society
- Show respect for others, living things, property and the environment

In school, staff ensure their inclusive approach fosters relationships and empathy towards others; snack time and play activities offer opportunities to share, take turns and practice 'please and thank yous'; staff model appropriate social behaviours constantly; children have opportunities to develop their social skills across the wider community through educational visits, including, for example, singing at a local care home and visiting a college and building site to learn about building.

Cultural Development

As a school, the aim is to promote opportunities that will enable children to:

- Recognise the value and richness of cultural diversity in Britain
- Develop an understanding of their social and cultural environment

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through all areas of learning and include opportunities to celebrate the different ways we might celebrate the same event or celebrations that are specific to another culture, eg, Diwali; exploring musical instruments from other countries; experiencing a variety of music and dance genres and investigating paintings and art works.

Teaching and Organisation

Development in SMSCD will take place across all areas of learning which seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and circle time will give children opportunities to:

- ❖ Talk about personal experiences and feelings
- ❖ Express and clarify their own ideas and beliefs
- ❖ Speak about difficult events as appropriate, eg, conflict, death, etc
- ❖ Share thoughts and feelings with others
- ❖ Explore relationships with friends/family/others
- ❖ Consider others' needs and behaviour
- ❖ Show empathy
- ❖ Develop self-esteem and a respect for others
- ❖ Develop a sense of belonging

❖ Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally – eg, empathy, respect, open-mindedness, sensitivity, critical awareness, etc (see 'Definitions' below)

Many everyday activities provide opportunities to:

❖ Listen and talk to each other
❖ Learn an awareness of treating all as equals and accepting people who are physically or intellectually different
❖ Agree and disagree
❖ Take turns and share equipment
❖ Work co-operatively and collaboratively

Links with the Wider Community

• Opportunities for visitors and visits are planned to support activities
• The development of a strong home-school link is regarded as very important, enabling parents and practitioners to work in an effective partnership to support every child
• Children will be taught to appreciate their local environment and to develop a sense of responsibility for it

Definitions

Spiritual Development

Children's spiritual development is shown by their:
- beliefs, religious or otherwise, which inform **their perspective on life** and their **interest in and respect** for **different people's 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**

Moral Development

Children's **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

Children's **social development** is shown by their:
- **use** of a range of **social skills** in **different contexts**, including **working** and **socialising** with children from **different religious, ethnic and socio-economic backgrounds**

- **willingness to participate** in a **variety of social settings**, **co-operating 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 Development

Children's 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**