



Glen Hills Primary School Spiritual, Moral, Social and Cultural Policy

At Glen Hills, we use the SEAL (Social and Emotional Aspects of Learning) materials to deliver our SMSC themes throughout the year. These include themes relating to achieving goals, being a 'good friend', ways to control feelings of anger etc.

Aims of spiritual, moral, social and cultural development:

To enable our Pupils to:

- Become respectful, caring and considerate of the beliefs, needs and cultures of other people.
- Develop moral understanding which will help decision making in difficult situations.
- Celebrate and develop the spirituality of each person in our community.
- Celebrate their personal spirituality within the school/local community.
- Develop self confidence so that they can express thoughts and actions in a variety of ways.
- Recognise the value of relationships and that each person is a person of worth.
- Develop their own self-esteem of pupils and learning

At the school we wish to develop:

- A positive and caring atmosphere within our school.
- A sense of awe, wonder and mystery.
- An awareness of personal worth uniqueness and identity
- A Sense of enjoyment of the world and people all around us.
- A Sense of pattern, order and purpose.
- A Sense of transience and change.
- An Opportunity to learn about and worship God.
- An awareness of others and relationships.
- An awareness of a multi-cultural community, its demands, values, traditions and celebrations.
- An awareness of loss, suffering and sadness.
- An opportunity to develop their own sense of inner space.

(Open the Door, D. Barton, A. Brown & E. Brown 1994 & Primary School Worship, A. Brown & E. Brown 1993)

Spirituality across the Curriculum:

- To recognise the value of relationships, that each person is a person of worth.
- To sustain a well-founded self-esteem of pupils in their learning experiences.
- To develop a sense of self knowledge and self awareness.
- To provide opportunities for the expression of imagination, enjoyment, inspiration, insight, empathy and understanding throughout the curriculum.
- To promote and encourage quiet reflection during lessons.
- To promote the quest and development of a constructive work-ethic for learning and to share a joy for it
- Develop spirituality through prayer, dance, singing, music, poetry, art drama, story, nature (at their own level).

(Spiritual Development in Schools by: Alan Brown and Joan Furlong)

All subjects should have some responsibility to contributing to spiritual development

Every opportunity should be taken to explore the awe and wonder of creation.

How Spiritual, Moral, Social and Cultural Development is Promoted in School:

- Opportunities for prayer and reflection will be provided.
- The children will be encouraged to express their creativity and imagination through the curriculum.
- By the development of a sense of community within the school and the ability to build relationships with others.
- Through developing close home, school and community links.
- By reinforcing within the school community how we at school treat each other and to follow the school's Behaviour, Anti-Bullying, Anti-Racist, Disability Equality, Gender Equality Policies.
- By developing an awareness of the importance of the different cultures we have that make up our school community.
- To provide children with moments of silence to reflect.
- Promoting a system of rewards and assemblies that help promote individuals self esteem by sharing in individual good behaviour, attitudes towards others and work.
- Sharing class rules.
- Parents, staff, pupils share in the Home School Agreement.
- Children will be able to further develop their spirituality through studying P.S.H.E.

Each class has:

A collective act of worship every day, be this in the form of Key Stage, whole school or class assemblies.

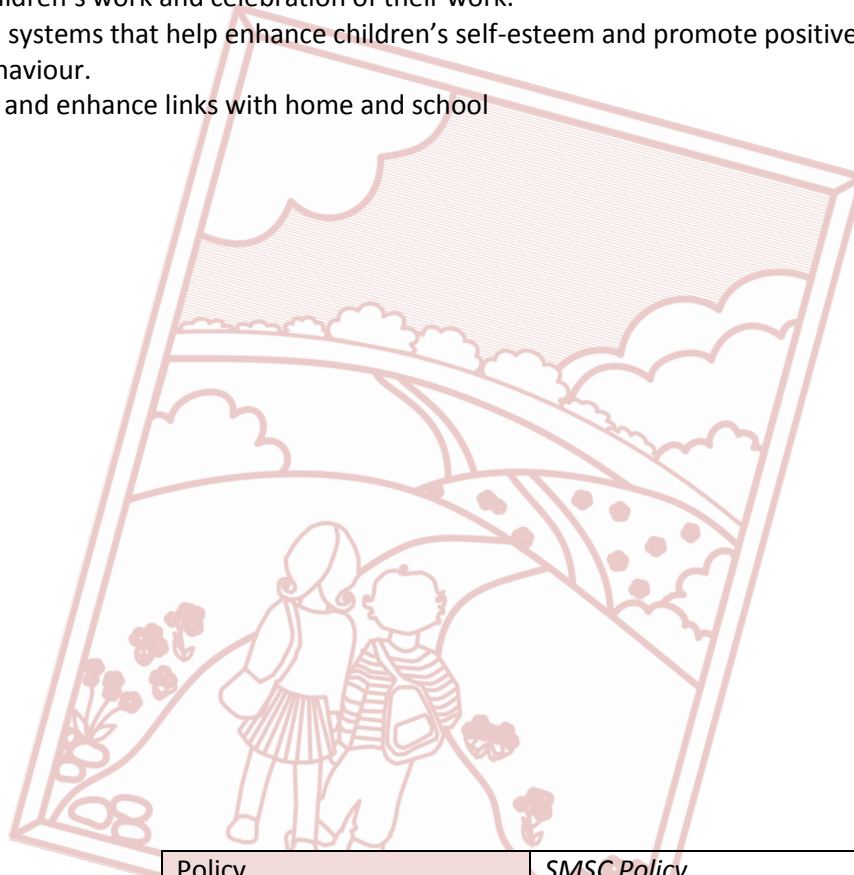
How to help develop the Spiritual, Moral, Social and Cultural learning in the physical environment:

- Religious artefacts and posters within the school.
- Multi-cultural displays within the school.
- Display of the 'whole school behaviour / social focus' for the week (eg. 'politeness to dinner staff' weeks).
- School rules displayed around the school including the Student Council Behaviour Code of Conduct and the Student Council Anti-Bullying Code.
- Displays of work in different subject areas around the school.
- Encouraging the children to take care of their environment (including the Eco-Team ongoing work within the school).
- Experiences gained from school visits throughout the school year.

Monitoring and Evaluating

- Evaluating the effectiveness of this policy will be done on a four year rolling-programme basis.
- Monitoring of children's work and celebration of their work.
- Reviewing award systems that help enhance children's self-esteem and promote positive attitudes and behaviour.

Continue to further develop and enhance links with home and school



Policy	<i>SMSC Policy</i>
Reviewing Committee	<i>Curriculum Committee</i>
Last Reviewed	<i>2014</i>