

Meriden Church of England Primary



Spiritual, Moral, Social and Cultural Development Policy

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| Approved by Full Governing Body | June 2020 | | |
| Signature of Chair | K Morris | Date | June 2020 |
| Review Cycle | Three years | Review Date | June 2023 |

Vision Statement

An inspiring education centred on **Friends, Faith and Lifelong Learning**.

Friends...

- To encourage positive relationships that are characterised by care and empathy, building respect for themselves and others in a diverse society
- To help build a happy, safe and interconnected community that celebrates life within the school family and the wider village context

Faith...

- To value all as a gift from God where each individual, within the school family, has the opportunity to explore their own potential and purpose
- To offer an education that has its foundations in the Christian faith that seeks to bring life to all we do

Life-long learning

- To encourage a love of learning through a vibrant and inclusive curriculum which actively enables all children to reach their full potential
- To equip all pupils with the skills required to succeed in life

We welcome all children into a Christian environment where emphasis is placed on caring for others. Children are taught, by example, to respect and value each other. We strive to develop tolerance, understanding and sharing, as in a large family and fully endorse British Values. As stated in the National Curriculum, we also aim that our school ethos and curriculum should promote pupils' spiritual, moral, social and cultural development.

We look for opportunities to help foster children's SMSC development across the breadth of the curriculum. Appendix A shows an example of the possible opportunities that present themselves in the subject of Music.

Spiritual Development

Spiritual development is a process of growth relating to the inner self through which pupils acquire insights into their personal existence. This can be achieved in a number of ways, including reflecting on experiences, and interpreting them in a way that allows self- knowledge, personal views and insights to grow, and applying past experiences to life.

Children benefit from having the opportunity to reflect upon and think about issues of relevance to them and to their peers; to talk about occasions when they have felt deep emotions; to think and learn about religions and the study and prayer that many people find essential to their inner growth. We endeavour to emphasise this area of development in *all* areas of the curriculum including Religious Education. Activities allow the children to feel secure and confident enough to contribute and share experiences from their own life.

Moral Development

Moral development concerns fundamental judgements and perceptions about how we should behave and act and the reason for such behaviour. It includes questions of intention, motive and attitude and develops principles for distinguishing between right and wrong. At Meriden we place great emphasis on citizenship as it plays an important role in the way children learn to live in harmony with their world. Moral issues can also be dealt with in Circle Time, Class and School Council meetings, through PSHE and assemblies. Such activities allow children to openly discuss issues that concern them and develop their sense of morality. At the beginning of each academic year all classes decide on their own class rules based on the school values as decided with pupils, parents, staff and governors.

Social Development

Social development relates to those skills and personal qualities necessary to play a full part in society. Many of the activities outlined to widen moral development also develop social skills as children learn to deal with others, including children, adults and the wider community. Children are encouraged to value the differences between us and to recognise that we all have common and differing needs and rights. We go on many visits and receive many visitors in school. We hope that visitors to the school feel welcome and that these opportunities develop the children's social awareness. We also provide opportunities for the children to study the wider world and to think of ways to help people less fortunate for example, through our annual charity week and the Operation Christmas Child gift box appeal where children become aware of the many gifts they have. A strong focus upon an anti- bullying culture is prevalent throughout the school utilising the KiVa approach in which the school has received wide recognition. Intervening actions are clearly outlined to address instances of bullying alongside the teaching of anti-bullying lessons.

Cultural Development

Cultural development is concerned with the participation in and appreciation of cultural traditions, which can help children develop wider and more balanced insights. It refers to the pupil's 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. We value and encourage pupils' own cultural interests and achievements and aim to enrich and broaden their experience of all aspects of different cultures. We try to offer our children experiences, which act as stimuli for cultural development through all aspects of the curriculum throughout their time at Meriden. A revised RE curriculum ensures that major faiths outside of Christianity are systematically taught utilising engaging resources and teaching material. Annual faith weeks seek to foster a tolerance, respect and understanding of world faiths.

Conclusion

It is our desire that our whole curriculum is covered by the philosophy outlined in this policy. By its very nature SMSC has direct links with the wider community. Parents, members and organisations of the local and wider community are used to help pupils develop respect and understanding of other cultures, of the environment and other groups of people.

Music SMSC provision at Meriden CE Primary School

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| Spiritual | |
| <i>At Meriden CE Primary School we...</i> | |
| <ul style="list-style-type: none"> • Explore and support values and beliefs through musical praise (choice of Christian songs). • Give children opportunities to understand human feelings and emotions through evaluation and interpretation of music. | |
| <p><i>Learning intentions:</i></p> <ul style="list-style-type: none"> • To promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique • To appreciate that a religious impulse has often been present in the creation of great works of music • To appreciate the use of sound and silence • To experience joy, satisfaction, creativity, use of imagination in creating and performing music • To appreciate the power of music to take them beyond the commonplace • To appreciate the way that a person's spirit can be expressed in writing and performing music • To appreciate the way people use music, eg. In religious worship or to relax; • To experience the physical and emotional dimensions of music; • To explore the purpose of music in relation to time and place, and to the bigger issues of life and death; | <p><i>Example outcomes (I can...)</i></p> <ul style="list-style-type: none"> • explore my feelings by listening to a wide variety of music • listen and respond to music containing a range of meanings, moods and interpretations; • express my own feelings and emotions through music, composition and performance; • develop an understanding of my own preferences; |
| Moral | |
| <i>At Meriden CE Primary School we...</i> | |
| <ul style="list-style-type: none"> • Promote equality through shared responsibility of music related jobs and opportunities being. | |
| <p><i>Learning intentions:</i></p> <ul style="list-style-type: none"> • To investigate the values placed on the different kinds of music • To look at songs which have been written dealing with a variety of social and moral issues (blues, folk) • To look at the notion of elitism in music | <p><i>Example outcomes (I can...)</i></p> <ul style="list-style-type: none"> • consider the issue of noise-pollution - how music is used • evaluate how music can influence (sub cultural, advertising) • learn about and from the lives of musicians |
| Social | |
| <i>At Meriden CE Primary School we...</i> | |
| <ul style="list-style-type: none"> • Encourage the children to work cooperatively through collaboration and composition. • Have a school choir: children to combine sounds to sing in unison. • Sing SEAL songs in assemblies • Give opportunities to the children to work the sound system, to lead by example in musical praise, to play musical instruments. • Provide positive corporate experiences e.g. assemblies and school productions, concert (carols on the green and music evening). • Help children develop personal qualities e.g. Self-belief/ confidence, self-worth, cooperation, respect by listening and evaluating music. • Foster a sense of community – different ethnic/ religious background and gender participating in choir and additional musical provision in school. • Identify key values (school values) and sing about these in assembly. | |
| <p><i>Learning intentions:</i></p> <ul style="list-style-type: none"> • To learn to compose and perform together • To look at how music can be a powerful tool to bind groups together eg School Production • To investigate what musical groups exist in their locality eg Jazz band, brass bands, church choir | <p><i>Example outcomes (I can...)</i></p> <ul style="list-style-type: none"> • explore how various societies use music eg for national occasions • develop sensitivity and responsiveness to others, a sense of shared commitment and group identity through the experience of live music, making and participation in performances eg class/school concert • develop sensitivity to others and a sense of group identity through participation in live performances. |
| Cultural | |
| <i>At Meriden CE Primary School we...</i> | |
| <ul style="list-style-type: none"> • Look at music surrounding cultural events and encourage reflection on their significance. • Sing songs from other religions e.g. Songs about light for Diwali and comparing to Christian songs about light (in Y4). • Present authentic accounts of attitudes, values and traditions of diverse cultures & extending pupils knowledge and use of cultural imagery and language (singing songs in other languages e.g. African languages.) • Recognise and nurture particular gifts and talents: opportunities to perform in assemblies and chosen roles in school performances. | |
| <p><i>Learning intentions:</i></p> <ul style="list-style-type: none"> • To listen to music from a wide variety of cultures • To explore what music is on offer in their own locality • To consider different notions of 'tuneful' in different cultures | <p><i>Example outcomes (I can...)</i></p> <ul style="list-style-type: none"> • listen to and use instruments from other cultures • explore how music 'belongs' to a particular cultures or sub-culture eg opera, bhangra, heavy metal... |