

# Spiritual, Moral, Social and Cultural Development Policy



**RIVERSIDE BRIDGE SCHOOL**  
'EXCELLENCE FOR ALL'



Partnership Learning

Ratified by Governors: November 2023

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To be reviewed: September 2024



*Riverside Bridge School*

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL  
DEVELOPMENT POLICY**

Review Frequency:	Every year
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Date next review due:	September 2024
Scope of Plan:	This plan applies to all staff, pupils, governors and volunteers at Riverside Bridge School

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# **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

## **1.0 INTRODUCTION**

SMSC development is about how pupils make sense of the world and other people; how they interact with other people; and the sort of person they are and are becoming.

SMSC development is as much about how pupils are taught as to what they are taught. It is not something that happens in isolation but is inextricably linked to and interwoven with everything the school does with respect to the overall ethos and values of the school community.

SMSC development helps children develop personal qualities which are valued in a civilised society. For example, thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect.

At Riverside Bridge School, we strive to create a learning environment which promote respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and British values they will need to succeed in their future lives.

## **2.0 AIMS OF THE POLICY**

- To empower all pupils to be responsible for themselves;
- To support all pupils to become confident and have a high self-esteem;
- To ensure all pupils learn to distinguish between right and wrong;
- To support all pupils to articulate their own attitudes and values;
- To ensure all pupils understand and are sensitive to the beliefs, values and ways of life of others;
- To encourage all pupils to be caring, considerate and compassionate;
- To teach all pupils how to become skilled in working collaboratively;
- To help all pupils to learn how to reflect on their learning and plan for future development;
- To empower all pupils to talk about and reflect on their own well-being.

## **3.0 TEACHING AND LEARNING**

Spiritual, moral, social and cultural development does not take place in any one aspect, in isolation of other aspects of school life. As a school, we endeavour to provide a holistic environment, in which pupils can grow and develop spirituality, morally, socially and culturally, and in which positive attitudes and consistency provide pupils with good role models, amongst adults as well as pupils as we expect our older pupils to demonstrate good behaviours and support their younger peers.

We also ensure that British Values are promoted continuously in order to ensure pupils develop an understanding of democracy and the rule of law, and an appreciation for individual liberty, mutual respect and tolerance of different faiths and beliefs in every aspect of their school experience as these values underpin life in British society.

The school encourages safe and sensible behaviours incorporating good manners, consideration, courtesy and respect for others at all times whether within the school or when out and about in the community, whilst encouraging imagination, inspiration and reflection.

The curriculum within each Curriculum Areas of Development provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Through everyday experiences which may be planned through specific lessons to ensure breadth and depth of learning at an appropriate level but also often arise incidentally, all pupils are required to reflect and empathise with others whilst giving them the confidence to provide their opinions and develop their own viewpoints.

## **Spiritual Development**

Spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.

Through spiritual development, all pupils will learn to:

- develop their identity and self-worth;
- develop an awareness of their own and other principles, values and beliefs; both religious and non-religious;
- learn about themselves, others and the world around them;
- understand better their own feelings and emotions.

Communication and Interaction
<ul style="list-style-type: none"> <li>○ How to develop self-awareness</li> <li>○ How to identify own characteristics, interests and strengths</li> <li>○ How develop confidence and self-esteem</li> <li>○ How to express preferences, opinions, feelings and ideas</li> <li>○ How to recognise and express how they feel when they are doing something they enjoy and succeed at</li> <li>○ How to identify similarities and differences between self and others</li> <li>○ How to develop a sense of belonging to different groups</li> <li>○ How to recognise and express how finding things difficult make them feel</li> <li>○ How to make use of strategies suggested by others to help them overcome difficulties</li> </ul>
Engagement and Learning
<ul style="list-style-type: none"> <li>○ How to show and understanding</li> <li>○ How to enjoy learning about themselves and others</li> <li>○ How to recognise and accept differences between people</li> </ul>

- How to show respect for others
- How to allow others privacy

### Independence and Community Participation

- Calms / alerts / regulates behaviour in response to environmental adaptation being made
- Accepts alternatives to sensory seeking routines or behaviour that may be harmful or intrusive to self, others or the environment
- Takes agreed action to remove self from situation to avoid sensory sensitivities / overload

### Personal Development

- How to develop their own set of beliefs and values
- How to show respect for different belief and faiths
- How to respond to familiar religious stories and music
- How to contribute to celebrations and festivals
- How to carry out ritualised actions in familiar circumstances
- How to Communicate simple facts about religion
- How to realise the significance of religious artefacts, symbols and places
- How to understand that religious and other stories carry moral and religious meaning
- Shows interest in what others are doing
- Recognises what makes a 'good' friend
- Takes account of others' interests / needs / feelings within interactions
- Accepts that people may have more than one friend

## Moral Development

Moral development involves pupils acquiring an understanding of the difference between right and wrong and/or moral conflict, a concern for others and the will to do what is right.

Through moral development, all pupils will learn to:

- distinguish between right and wrong;
- conform to rules and regulations for the good of all;
- respect honesty and fairness;
- tell the truth;
- respect the rights and property of others and themselves;
- listen and respond appropriately to the views of others;
- reflect on the consequences of their actions;
- value other people and their feelings and act considerately towards others;
- learn how to forgive themselves and others.

### Communication and Interaction

- Expresses own opinions / thoughts / feelings
- Accepts that others may agree / disagree with opinions
- Adapts information according to listener's knowledge within conversation

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- Uses / adapts communicative style appropriate to the situation / relationship

### Engagement and Learning

- How to understand the consequences of own choices and actions
- How to choose positive actions and behaviours based on understanding of the consequences
- How to understand consequences and impact of actions of others on themselves
- How to use information available to make an appropriate choice
- How to understand the consequences of making certain choices
- How to organise own belongings and resources
- How to maintain social distance appropriate to situation
- How to differentiate between 'public' and 'private' conversational topics
- How to understand the law in relation to drugs, alcohol and smoking
- How to understand the consequences of possessing or taking illegal drugs
- How to know the age limits in relation to smoking and alcohol
- Understands laws relating to consent in relationships

### Independence and Community Participation

- How to understand and follow rules, routines and expectations
- How to accept reasons given for certain procedures
- How to understand that expectations may be different in different situations
- How to seek help to understand expectations of others
- How to articulate why they find certain expectations difficult
- How to make suggestions for how situations can be adapted to meet needs
- How to show increased tolerance of expectations/situations with agreed adaptations
- How to keep safe when out in the community
- How to show awareness of potential safe and unsafe places in the community
- Is aware of potential 'stranger danger' and knows how to respond
- Makes informed judgement about giving out personal information
- Understands and applies the need for self and others to have privacy in some community settings
- Maintains social distance appropriate to the community situation
- Recognises that others' proposals / suggestions may pose a risk
- Chooses to say 'No' to risks or suggestions proposed by others
- Understands consequences of own actions when using social media or the Internet

### Personal Development

- How to appreciate society's moral values
- How to show concern and sympathy for others in distress
- How to be aware of their own influence on events and other people
- How to understand what is right or wrong
- How to understand the consequences of their own behaviour and actions
- How to understand that other people have needs and respect these
- How to be sensitive to the needs and feelings of others and show respect for themselves and others
- Understands and applies the need for self and others to have privacy in some community settings

## Social Development

Social development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society.

Social development involves pupils working effectively together and participating successfully in the school community as a whole and gaining interpersonal skills that will allow them to form successful relationships and become an active member of their community.

Through social development, all pupils will learn to:

- relate positively to others;
- share such emotions as love, joy, hope, anguish, fear and reverence;
- show sensitivity to the needs and feelings of others;
- participate fully and take responsibility in the classroom and in the school;
- use appropriate behaviour, according to situations;
- engage successfully in partnership with peers and work as part of a team;
- exercise personal responsibility and initiative;
- understand that, as individuals, we depend on family, school and society;
- use individual skills and strengths when working in partnership towards a common goal as in school assemblies, work experience;
- interact positively with others through contacts outside school e.g. sporting activities, visits;
- support others;
- show care and consideration for others by sharing and taking turns;
- show politeness, cheerfulness, friendliness and actively want to do the right thing;
- recognise the different skills of other group members.

Communication and Interaction
<ul style="list-style-type: none"><li>○ How to engage positively in any interactions</li><li>○ How to take turns in activities or conversations</li><li>○ How to demonstrate shared enjoyment</li><li>○ How to volunteer information about what they think or feel</li><li>○ How to accept that others may agree or disagree with their own opinions</li><li>○ How to actively listen to other people in conversation</li><li>○ How to interrupt politely at an appropriate point within a conversation</li><li>○ How to adapt communication and/or behaviour to suit situation</li></ul>
Engagement and Learning

- How to show interest and curiosity in new activity, topic ...
- How to show surprise and excitement at new knowledge and understanding

#### Independence and Community Participation

- Participates in mealtime with others
- Knows how to get help in the community
- Identifies potential 'safe' person to ask for help if needed

#### Personal Development

- How to contribute to the school and local community social and cultural life
- How to participate positively in artistic, musical and sporting opportunities
- How to participate in charity events
- How to participate in a variety of local community and social events
- How to co-operate well with others
- Recognises when own behaviour has offended or hurt another
- Apologises / repairs the interaction if own behaviour offends or hurts another
- Recognises negative or bullying behaviour towards self or others
- Knows how to respond when others show hurtful, inappropriate or bullying behaviour
- Is aware of self as part of group
- Understands and conforms to expectations of working in a group
- Collaborates with peers to complete a task
- Contributes confidently to small group discussion / debate about a given topic
- Engages in social exchange within leisure activity

## 4.0 Cultural Development

Cultural development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

Cultural development enables all pupils to develop an understanding of their own culture and of other cultures locally, nationally and internationally. It also means learning to feel comfortable in a variety of cultures and valuing cultural diversity.

Through cultural development, all pupils will learn to:

- develop a sense of belonging to their own culture and being proud of their cultural background;
- explore other cultures and beliefs;
- respond to cultural events;
- share different cultural experiences;
- respect different cultural and faith traditions;
- understand codes of behaviour, fitting to cultural traditions;
- develop a love of learning about others;
- develop an understanding of British cultural traditions, including all faiths;



- appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond;
- understand similarities and differences between faiths and cultures.

<b>Communication and Interaction</b>
<ul style="list-style-type: none"> <li>○ Greets people in a foreign language/ Introduces themselves in a foreign language/ Responds briefly to simple questions, requests or instructions in a foreign language</li> </ul>
<b>Engagement and Learning</b>
<ul style="list-style-type: none"> <li>○ How to understand different aspects of life in the United Kingdom</li> </ul>
<b>Independence and Community Participation</b>
<ul style="list-style-type: none"> <li>○ Uses musical language to express themselves</li> <li>○ Listens and attends familiar musical activities</li> <li>○ Joins in and take turns in songs and plays instruments with others</li> </ul>
<b>Personal Development</b>
<ul style="list-style-type: none"> <li>○ How to contribute to the school and local community social and cultural life</li> <li>○ How to participate positively in artistic, musical and sporting opportunities</li> <li>○ How to contribute to celebrations and festivals</li> </ul>

## 8.0 Monitoring and Evaluation

Provision in respect of promoting SMSC development is reviewed regularly as part of the curriculum monitoring and evaluation cycle.

This will be achieved by:

- monitoring of planning, and teaching and learning by the Senior Leadership Team;
- regular discussions at staff and governors' meetings;
- audit of the policies around the curriculum content and delivery;
- review of the delivery and impact of the Growth curriculum;
- sharing of classroom work and practice;
- scrutiny of pupils' work.