



Hallsville/ Scott Wilkie Primary School Spiritual Moral Social and Cultural Policy

Introduction

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.

We therefore aim to provide an education that provides pupils 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 other cultures.

This is a whole school issue.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum.

The integrity and spirituality of pupils from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

Adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community will be a place where pupils can find acceptance for themselves as unique individuals.

Pupils 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.

Pupils 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 pupils' work and achievements in line with the school's behaviour policy.

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

General Aims

- To ensure that everyone connected with the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.
- To enable pupils 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 pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development

As a school we aim to provide learning opportunities that will enable pupils to:

- be able to reflect on their own beliefs and experiences, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- discuss their beliefs, feelings, values and responses to personal experiences.
- develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use imagination and creativity in their learning
- sustain their self-esteem in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- form and maintain worthwhile and satisfying relationships.
- reflect on, consider and celebrate the wonders and mysteries of life

Moral development

As a school we aim to provide learning opportunities that will enable pupils to:

- recognise the difference between right and wrong and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- show an interest in investigating and offering reasoned views about moral and ethical issues, and be able to understand and appreciate the viewpoints of others on these issues.

- recognise the unique value of each individual
- 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
- understand the consequences of their behaviour and actions
- show respect for the environment
- take action for justice
- make informed and independent judgments

Social Development

As a school we aim to promote opportunities that will enable pupils to:

- develop an understanding of their individual and group identity.
- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- learn about service in the school and the wider community by participating in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively
- accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural Development

As a school we aim to promote opportunities that will enable pupils to:

- understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities
- show willingness to participate in and respond positively to artistic, sporting and cultural opportunities

Teaching and Organisation

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the

significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Class discussions and Collective Worship will provide pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- 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 pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity, critical awareness

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. class monitors, door monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. Composer of the month.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.

- Participation in traditional English country dancing as well as dance from other cultures.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments including steel pans and samba.
- Studying the contributions to society that certain famous people have made.

Links with the wider community

Visitors are welcomed into school.

Links with local places of worship are fostered through children visiting and visitors coming into school.

The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil (home school agreement, weekly newsletter, school website).

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

SMSC Ofsted Criteria

Ofsted puts SMSC 'at the heart' of school development. It requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

OFSTED Outstanding Criteria for SMSC

- **An 'outstanding' school** will have a 'thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development'.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

OFSTED Good Criteria for SMSC

- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- Monitoring of teaching and learning opportunities throughout curriculum areas by SLT and subject leaders.
- SMSC next steps being part of the school development plan.
- Good practice in SMSC being shared with staff regularly.

Written by Claire Clinton January 2012

Updated by Julie Pointer October 2020