

The Heights Primary School Policy for **SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT**

Version 1.1

Responsible officer: Headteacher

Date of last review: February 2015

Date of next review: February 2017



1. Introduction

At The Heights Primary School 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 a values based education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness and high standards of personal behaviour. We encourage a caring attitude towards other people; an understanding of diverse cultural traditions and an appreciation of other cultures.

2. Guidelines

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

Spirituality and Christian values and principles will be explored across curriculum areas, especially in RE/Collective Worship and PSHE. The integrity and spirituality of pupils from other faith backgrounds are respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

The school community will be a place where pupils can find acceptance for themselves as unique individual and where forgiveness and the opportunity to start again is fundamental to the ethos of the school.

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.

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 teachers' planning and purchasing decisions.

3. 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.

The four core areas of SMSC are:

1. Spiritual Development
2. Moral Development
3. Social Development
4. Cultural Development

Appendix 1 further outlines learning opportunities for each of the four core areas of SMSC as well as giving practical examples.

4. 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 circle time will give pupils opportunities to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events: e.g. 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 – e.g. 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, and accepting people who are physically or mentally different;
- Agree and disagree;
- Take turns and share equipment;
- Work co-operatively and collaboratively.

5. Community Links

The development of a strong home-school link will be fostered and is regarded as very important, enabling families and teachers to work in an effective partnership to support the pupil.

Pupils will be taught to appreciate both their local and wider communities and to develop a sense of responsibility to them.

Visitors are welcomed into school and links will be developed with the wider community.

Links will be developed with the local churches in Caversham and the surrounding area.

6. Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of lesson plans and teaching and learning by co-ordinator/headteacher/ governor;
- Regular discussion at staff and governors' meetings;
- Audit of policies and schemes of work;
- Sharing of classroom work and practice;
- Audit of Collective Worship policy and practice;
- Regular inclusion on SDP.

7. Conclusion

High standards in the area of SMSC development will be sought and maintained by making explicit the school's values.

APPENDIX 1 - Learning Opportunities

Spiritual

- To sustain their self-esteem:
 - Climate of praise: personal targets, stickers, certificates, Headteacher awards, praise in class and assembly, whole school merit system, displays in class and school.
 - Showing work to class, whole school in assembly, to Headteacher.
 - Staff who aim to praise and educate first rather than tell off, condemn.
 - Staff who listen to and respond to pupils' ideas and concerns.
 - Staff who allow for spontaneity.
- Develop their capacity for critical and independent thought:
 - School Council, Class Council, Eco Council.
 - Pupils who volunteer to run school clubs.
- Foster pupils emotional life and express feelings:
 - Circle time.
 - Class and school rewards
 - Collective worship/assemblies.
- Experience moments of stillness and reflection:
 - Prayer in assembly; quiet time in class (circle times) planned into weekly timetable/lessons.
 - Stillness, contemplation in RE lessons.
- Discuss their beliefs, feelings, values and responses to personal experiences:
 - Show and tell; circle time; class and school council and class discussion.
 - Beliefs and values in curriculum: i.e. self-expression in art.
 - Beliefs, values from other religions, the similarities, core beliefs (the 10 commandments, 8-fold path etc).
 - Class story.
- Form and maintain worthwhile and satisfying relationships:
 - Working individually, pairs, teams etc.
 - Staff as positive role models.
 - Staff who are consistent/fair when dealing with others.
- Reflect on, consider and celebrate the wonders and mysteries of life:
 - Awe and wonder activities in curriculum and RE, class and circle time.
 - Time to reflect upon, appreciate and begin to understand terms such as 'beauty', 'truth', 'love', 'good/bad', paradoxes, ambiguities and mysteries.

Moral

- Recognise the unique value of each individual:
 - Congratulating others, rights thoughts and praise.
 - Class praise in lessons, praise for achievements as well as attainment.
 - Sporting and talents celebrated in assemblies and newsletters.
- Listen and respond appropriately to the views of others:
 - Circle time, school council, class council, in all lessons especially plenary.

- Willingness to express their thoughts and feelings.
- Opportunities in lessons to take part.
- That active learning includes listening as well as taking part.
- Appreciate the moral dimension to curriculum subjects: e.g. PE – rules, Science – genetics, History – slavery.
- Gain the confidence to cope with setbacks and learn from mistakes:
 - In all activities pupils are expected to try, to have a go, secure in the knowledge that they can learn from 'failure'.
 - That when pupils make poor behavior choices they are given the opportunity to apologise and try again.
- Distinguish between right and wrong:
 - Clear moral/positive behaviour code.
 - Positive Behaviour Policy: 3 intervention strategy: pupils to think about what they did, who and what they will do next time. Emphasis on pupil coming up with ideas.
 - Pupils to think actions through, recognise their actions are chosen and there are consequences both positive and negative.
 - Playground rules.
 - Class Rules.
- Show respect for the environment:
 - Eco Council: run by staff and pupils, identifying needs/changes.
 - Recycling: paper, fruit etc.
 - Gardening club.
- Make informed and independent judgements:
 - Eco Committee, School and Class Councils.
 - Bring suggestions to Headteacher and Governors.

Social

- Develop an understanding of their individual and group identity:
 - Methods of working in class: individual, pairs, groups, class, cross-year groups.
 - Events specifically for split cohorts/year groups.
 - Team events: sports day, reward system.
 - Assemblies to develop whole school identity.
 - School and class rules.
 - Racial, religious, gender or social equality in lessons, school life.
 - Class Council.
 - School Council, elections.
 - Year groups work together on special days.
 - Christmas and school plays.
 - Playground rules.
 - Social skills group when required.
- Learn about service in the school and wider community:
 - Preparation for assembly.
 - Class/school monitors.
 - Council and Committee work.
 - Cleaning up class and school, volunteering to help other class teachers prepare for lessons.

- Young leaders at playtime.
- Peer mentors.
- School/community magazine.
- Begin to understand the imperative for Social Justice and concern for the disadvantaged:
 - Charity fundraising.
 - Disaster appeals.
 - School Council meetings.

Cultural

- Recognise the value and richness of cultural diversity/similarity in Britain and how these influence individuals and society:
 - Understanding and celebration of own culture/imagery: religious festivals, cultural festivals, Christian and pagan origins, local traditions.
 - Understanding of non-Christian religious traditions, festivals and celebrations such as Chinese New Year, Diwali.
 - Understanding of different cultures in time and place.
 - Develop an atmosphere of understanding, acceptance and respect.
 - Music in assembly: religious, personal choice, staff and pupil choice.
 - Parents/visitors included to celebrate different cultures/festivals.
 - RE scheme.
 - Citizenship.
 - Music/Art/PE schemes: from different cultures.
 - Links to curriculum: art, science, numeracy etc.
 - Appreciation that there are similarities between cultures/religions and not just differences.
 - Making links to different people: locally, nationally and internationally.
 - Book selection from different cultures/faiths.
- Develop an understanding of their social and cultural environment:
 - School ethos.
 - Taking part in school events: supporting the school.
 - Encouraging parental support out of and in school.
 - School concerts, music concerts, Christmas.
 - School events: Red Nose Day.
- Develop an understanding of Britain’s local, national, European, Commonwealth and world-wide awareness:
 - Books in library.
 - History scheme.
 - Awareness of cultural icons from different cultures and especially from different ethnic or religious communities within UK (e.g. Mary Seacole).
 - Establishing links with other schools.

Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	February 2015	First version finalised