



Spiritual, Moral, Social & Cultural (SMSC) Policy

St. Andrew's C of E Primary School

January 2018

Aims and objectives

At St. Andrew's Church of England Primary School are committed to providing equal opportunities of education for all our pupils, in a broadly Christian environment, where all are valued. We will endeavour to ensure that pupils enjoy their time in our school, that they appreciate the rights and needs of others, acquire a positive attitude to learning and achieve their full potential.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.

Teachers outline the areas in which they will meet SMSC objectives in a termly SMSC planning outline.

We incorporate the teaching of our values across school and closely link SMSC with our PSHE scheme of work.

Spiritual Development

Spiritual development focuses on an individual's own personal beliefs and values and their resulting behaviours.

Through spiritual development, children are able to understand their own feelings and emotions and this enables them to reflect and to learn.

Our learning environment and curriculum opportunities enable pupils to:

- Be curious and to express feelings of delight and wonder, (scientific investigations, new life, the global landscape)
- Empathise and consider the viewpoints of others, (debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- Consider how a belief can change people's lifestyles, (R.E, investigating communities and faiths, historical case studies)
- Discuss what they think they have achieved and what they need to do to be successful in the future, (self-assessment, target setting activities)

Moral Development

Moral development means exploring, understanding and recognising shared values and considering the issues of right and wrong.

The classroom environment and curriculum promote moral development through:

- Codes of conduct and class rules, agreed with children and displayed around the school.
- Clear and consistent rewards and sanctions that children understand and believe to be fair.
- Class and school assemblies that discuss moral values and cite expectations.
- Activities that enable pupils to give opinions and show their values.
- Discussing the choices made by the pupils and others and the resulting outcomes, character studies, studies of historical figures).

Social Development

Social development involves learners working effectively together and participating successfully in the school community as a whole. During a pupil's social development they gain interpersonal skills that allow them to form successful relationships and to become a positive team member.

Social skills are developed through:

- Modelling of positive social behaviour by all staff
- After school clubs
- Sporting activities
- Buddy and team games at play times and lunch times
- Turn taking and team building activities
- Pair and small group work within the classroom
- Working with others across the local community

Cultural Development

Cultural development enables learner's 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.

Children are introduced to a regional and global perspective in life through:

- Links with local and international schools
- Stories from different cultures
- First hand experiences through local visits, theatre, art and artists
- Visitors from the local and international community
- Being part of National and International fund raising events
- Studies of a different lifestyle including different food, dress, festivals and places of worship.
- Learning about other cultures when raising money for charity
- Children are taught to understand the lifestyles and choices made by the variety of different cultures and faiths that exist within the school.

Monitoring and review

The SMSC leader:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for SMSC;
- Speaks to the children about different elements of SMSC and uses this to inform future planning.
- Uses specially allocated, regular management time to review planning of SMSC across the curriculum, evidence of the children's work and to observe elements of SMSC across the school.
- Plans staff CPD sessions to explore identified values and the SMSC links that may exist within these.

Values

These values are explicitly taught and modelled throughout our school.

Excellence: We endeavour to achieve excellence in everything we do

Nurture: We ensure the best possible care, protection and opportunity for both pupils and adults alike.

Respect: We strive to show the highest levels of respect and understanding.

Integrity: We strive to be honest and true in all that we do.

Community: We strive to serve the community and value the contribution of all.

Hope: Developing a sense of joy and peace through opportunity and achievement.

In our school, each child's social, moral, spiritual and cultural development is nurtured. Opportunities for reflection and prayer are valued; we have dedicated prayer spaces both inside and outdoors, and regular opportunities throughout the day for prayers of thanks.