Spiritual, Moral, Social and Cultural Policy (SMSC)

Agreed January 2021

To Be Reviewed January 2024

Spiritual, Moral, Social and Cultural (SMSC) Policy

At Castle Hill Infant 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 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 different cultures.

Guidelines

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.

All 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 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.

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
- To develop a reflective approach to life (see in particular how the teaching of RE influences this)
- To ensure that our school community reflects “British Values” as set out in our British Values Statement
- To encounter the practices, customs, art, music and literature which underlie the activities of people with varied backgrounds
- To enable children to become fair minded and empathetic to the needs and beliefs of others
- To enable children to develop a curiosity about their own feelings and about people, objects, places and events around them
- To explore and to value the similarities and differences, faiths and beliefs between themselves and others

Spiritual Development

- As a school we aim to provide learning opportunities that will enable pupils to:
- 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
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. The school will develop a climate and ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, discussing the care needed for animals, exercising empathy or creativity etc.

Moral development

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

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- 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
- Show respect for the environment
- Make informed and independent judgments

Teachers always generate with their classes a class charter linked to UNICEF Rights of the Child. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, circle time and PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

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

- Develop an understanding of their individual and group identity
- Help others in the school and wider community

We recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by demonstrating appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility

Cultural Development

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

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society
- Have an understanding of the major world faiths
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, art and many other curriculum areas. This is shown in our Foundation subject planning.

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. Planning shows opportunities for SMSC to be developed across curriculum areas. 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 as appropriate, 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, etc.

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

Links with the wider community
Opportunities for visitors and visits are planned to support curriculum activities
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 every pupil
Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation
Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:
Monitoring of lesson plans and teaching and learning by the SLT and other curriculum leaders
Regular discussion at staff and governors' meetings

Audit of policies and planning
Sharing of classroom work and practice
Audit of Collective Worship policy and practice
Collation of evidence in pupil's work in school portfolio

Implementation of the Policy

The implementation of this policy and the planning and teaching of SMSC is the responsibility of all staff.