



Chapelford Village Primary School

Spiritual, Moral, Social and Cultural (SMSC)

Persons with Responsibility

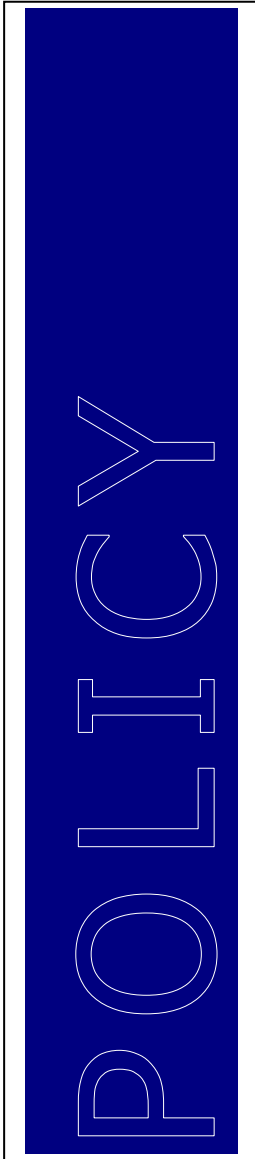
Joanne Hewson
Link Governor:

Linked Policies

Health and Safety
PSHE
Behaviour Policy
Equality
Access

Learn
Achieve
Respect

Chapelford Village Primary School
Santa Rosa Boulevard
Warrington
WA5 3AL
Telephone: 01925 712554
Email: Chapelford_admin@omegamat.co.uk



DOCUMENT STATUS

Version	Date	Action
1	May 2015	New Document adopted by Full Governing Body
1	Autumn 2018	Reviewed

Ratified by governors on 23.2.16
Chair of Governors
Head Teacher

CHAPELFORD VILLAGE PRIMARY SCHOOL SMSC POLICY

Vision Statement



Rationale

At Chapelford Village Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn, achieve and respect. We therefore aim to provide an education that provides children 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.

Aims

At Chapelford Village, we aim to ensure:

- That everyone connected with the school is aware of our values and principles
- A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school
- That a child's education is set within the context that is meaningful and appropriate to their age, attitude and background
- That children have a good understanding of their responsibilities
- That we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Definitions

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Curriculum

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE and RE activities. All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development. Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties
- Agree and disagree
- Experiencing good role models
- Take turns and share equipment
- Work co-operatively and collaboratively

All adults model and promote the expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children learn to differentiate between right and wrong in as far as their actions affect other people. They are encouraged to value themselves and others.

Through our bespoke PSHE curriculum, the children understand their rights and responsibilities and the need to respect the rights of others. School and classroom rules promote responsible behaviour and reflect our core values. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in the teacher's planning and learning resources.

Through classroom discussions we will give the children opportunities to:

- Share their achievements and successes with other
- Talk about personal experiences and feelings
- Express and clarify their own ideas and beliefs

- Speak about difficult events, e.g. bullying, death etc
- Explore relationships with friends/family/others
- Consider the needs and behaviour of others
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given the opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual are:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness.

The school will develop a climate or 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, how we live, contemplating the future, etc. It is hoped that through such planned activities the children will:

- 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

Moral Development

At Chapelford Village, we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible, informed and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience
- Recognise the unique value of each individual
- Listen and respond appropriately to the views of other
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Show respect for the environment

At Chapelford Village, we develop pupils' moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values - for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

All classes display the Chapelford Village School expectations which share the values held by the school. 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, values curriculum, circle time and SEAL/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, Awards of the week and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

Social Development

At Chapelford Village, 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 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
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community - for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs

- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community

Cultural Development

At Chapelford Village, children are 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.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MF & School Council
- Recognise the value and richness of cultural diversity in Modern Britain through the work linked to British Values and the RE Curriculum
- Develop an understanding of Modern Britain's local, national, European, Commonwealth and global dimensions - linking in with our Community Cohesion themes

Links with the wider community

A wide range of visitors are welcomed into our school to support the development of the children's spiritual, moral, social and cultural understanding

- Links with the local church are fostered and visits to places of religious worship linked to the RE Curriculum
- The school supports the work of a variety of charities e.g. Warrington Foodbank, Clatterbridge Cancer Charity, Royal British Legion and Dyspraxia Association to name a few
- The school also responds to global tragedies
- The development of a strong home-school agreement is regarded as very important, enabling parents and teachers to work in an effective partnership to support the children
- Children will be taught to appreciate and take responsibility for their local environment
- Liaison with other schools to support the curriculum e.g. modern foreign languages, creative and expressive arts, PE and games.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to them establishing procedures, events and contributing to the overarching ethos of the school.

Monitoring of Standards

The Senior Leadership Team and the Link Governor examines teachers' planning. Children's work is also monitored for evidence of the development of the children's spiritual, moral, social and cultural development.

Policy Review

The Senior Leadership Team is responsible for the annual review of the policy. This is done in consultation with staff and Governors.