



## **SMSC Policy**

At Sidemoor First School the spiritual, moral, social and cultural development of pupils (SMSC) is at the heart of the school's cross curricular approach. It is taught predominantly through assemblies, RE, Philosophy for children (P4C), PSHE and a topic based approach.

## **Definitions**

### **Spiritual Development**

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in and respect for different people's beliefs, 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 behaviour and actions
- interest in investigating, and offering reasoned views about, moral and ethical issues and understanding the views of others.

## **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 socioeconomic 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 including democracy, tolerance and mutual respect.

## **Cultural**

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Understanding of the different cultures within school and further afield to prepare them for life in modern Britain
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, 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 attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Aims**

At Sidemoor the children and their learning are at the very heart of every decision made. We aim to develop learners who are enthusiastic, resilient, take ownership of their learning and are proud of their achievements. The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set and expect good standards of behaviour from others, marked by respect and responsibility. The school will help learners to develop an inner discipline and will encourage pupils to exercise independent thought –so that they can

make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. Our Golden Rules support these aims.

## **Planning**

In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. Much of this will be delivered through a cross curricular approach as well as through specific P4C, PSHE, RE and Circle Time activities.

## **Spiritual Development**

Opportunities for spiritual development in all subjects are planned across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery – LOtC (Learning Outside the Classroom)
- Awe and wonder- assemblies/Open the Book assembly, Forest School and LOtC
- Connection and belonging - RE
- Heightened self-awareness – PHSE, Nurture Group
- Prayer and worship – links with New Song church, assemblies, church, synagogue and temple visits.
- Deep feelings of what is felt to be ultimately important – P4C, RE
- A sense of security, well-being, worth and purposefulness

### **Our school develops spiritual development by:**

- developing an ethos within which all pupils can grow and flourish, have a strong sense of 'belonging', respect others and be respected; accommodating difference and respecting the integrity of individuals. A strong emphasis is put on 'manners'. This can occur during any part of the school day.

## **Moral Development**

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 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

**Our school develops pupil moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school -the Golden Rules and class rules negotiated within each class.
- Promoting racial, religious and other forms of equality – RE , topic work
- 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- P4C, School Council, Playpals
- 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 – Zone Board
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community -RE
- 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

Teachers always discuss with their classes a code of conduct for the classroom, based on the values (Golden Rules) held by the school. We teach the children to be aware of their

own actions, take responsibility for their own bodies (SRE, Healthy Living Week) and encourage independence. We 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, Social Skills groups, P4C and PSHE. We are committed to the development of the whole child and endeavour to raise their self-esteem through praise, use of the Zone Board, stickers, Pupil of the Week, and other means that highlight both academic and social achievements (please refer to our Behaviour Policy).

## **Social Development**

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 and 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 – Golden Rules
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively – Learning Partners, School Council
- Encouraging pupils to recognise and respect social differences and similarities – RE , topic approach, Arts Week

- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, mixed aged workshops , Christmas Fair (run by Y4 pupils), Summer fair, residential experiences, school productions, Young Voices
- 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 – Golden Rules
- Providing opportunities for engaging in the democratic process and participating in community life - Head for a Day, School Council, visits to residential homes, singing at the bandstand in the park.
- Providing opportunities for pupils to exercise leadership and responsibility – Team captains, Playpals, School Council, Eco Committee
- Providing positive and effective links with the world of work and the wider community –visits to residential homes (Y4), Early Years role play

## **Cultural Development**

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

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 – celebrating festivals around the world (RE), topic links (India), observing and celebrating festivals from other cultures. Arts Week
- Encouraging them to think about special events in life and how they are celebrated - RE

- 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 –Arts Week, PE provision, G&T provision – links to middle school and Bromsgrove Schools cluster for G&T
- Reinforcing the school’s cultural links through displays, posters, exhibitions, MFL, as well as developing partnerships with outside agencies and individuals to extend pupils’ cultural awareness, for example, theatre, museum and gallery visits, links to other countries ie E-Twinning
- Monitoring 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, MFL, ECO & School Council

### **British Values**

At Sidemoor First School British values are recognised as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are at the heart of the school ethos and taught through RE, PSHE, P4C and a cross curricular approach. They are also evident in the role of School Council and organised events such as Head for the Day. British Values are embedded in our Golden Rules.

### **Pupil Voice**

The term ‘Pupil Voice’ describes how pupils give their input to what happens within the school and classroom. We want our 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 establishing procedures, events and contributing to the overarching ethos of the school.

PAC 2015

ACTIVITIES	Spiritual	Moral	Social	Cultural
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Pre/After School Clubs			X	
Assemblies/ Harvest	X	X	X	X
Charity support		X		
Competitions/PE activities			X	
Young Voices(Y4)			X	
Themed days/weeks			X	X
Off site visits			X	X
School Council/ECO Committee Involvement			X	
School events – Xmas Fayre, Summer Fayre etc			X	x
Visits to residential homes		X	X	
Church links – Easter/Christmas	X			x
P4C	X	X	X	X

Curriculum	x	x	x	x
Festivals, special events (Remembrance Day Saints Days)	x			x
Is SMSC evident when pupils/staff move around school		x	x	