



Stebbing Primary School. Social, Moral, Spiritual and Cultural (SMSC) Policy

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Introduction

At Stebbing 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 aim to ensure the developments in SMSC are delivered to all of our pupils through a wide range of learning experiences throughout each subject in our curriculum.

We aim for 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 other cultures.

This is a whole school issue.

All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities are planned in each area of the curriculum. The integrity and spirituality of pupils from other faith and non-faith backgrounds is respected and explored. The diversity of spiritual traditions is recognised and pupils are given access to alternative views.

Adults model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.

The school community is a place where pupils can find acceptance for themselves as unique individuals.

Pupils should learn to differentiate between right and wrong in as far as their actions affect other people. They are 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 reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements in line with the school's behaviour policy.

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 decisions.

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.

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.

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.
- Take action for justice.
- Make informed and independent judgments.

Social Development

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

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Develop an understanding of the importance of turn taking, co-operative play, partner

talk and group work.

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.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

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 Collective Worship will provide pupils with 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
- Agree and disagree
- Take turns and share equipment
- Work cooperatively and collaboratively

Practical activities to develop SMSC will include:

- Working together in different groupings and situations
- Opportunities to explore and care for the environment
- Encouraging the children to behave appropriately at meal times
- Taking responsibility e.g. pupil council, class buddies, class monitors, class jobs, door monitors, register monitors, assembly monitors, cloakroom monitors, delivering messages and looking after younger children
- Encouraging teamwork in PE and working together in co-operative games
- Showing appreciation of the performances of other children regardless of ability
- Meeting people from different cultures and countries
- Participating in a variety of different educational visits
- Participating in live performances
- Opportunities for the children to hear stories from other cultures
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations
- Opportunities to take part in events with other local schools.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Use of school trips to promote cooperation and teamwork.
- Studying the contributions to society that certain famous people have made.

Links with the wider community

Visitors are welcomed into school to develop a range of subject areas.

Links with local places of worship are fostered through children visiting and visitors coming into school.

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 the pupil (home school

agreement, fortnightly Stebbing Spotlight, school website, parent workshops) including the use of home-school visits in EYFS.

Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Opportunities to further develop children's SMSC understanding at Stebbing Primary:

- Forest school in every year group.
- Learning mentors for children to talk with in designated sessions
- Bubble time – opportunity to talk with the teacher
- Self-esteem awareness group for all of our 6 and 7 year olds (6's n 7's).
- Play therapy through Kids Inspire
- Child massage

Our educational approach, through the Montessori ethos, is entrenched throughout the school and naturally leads the children towards independent learning and thinking. At Stebbing we also have our STEPs Challenges which lead the children through age appropriate tasks to develop their SMSC.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis through observations, displays, bookwork across a range of subjects, pupil consultations and feedback from the children. All children are encouraged to complete their STEPs challenges and where they are impeded by lack of adult support outside of school we will help them within school.

This is achieved by:

- Annually auditing our SMSC provision and identifying next steps
- Monitoring of teaching and learning opportunities throughout curriculum areas by SLT and subject leaders.
- SMSC next steps being part of the school development plan across all subject areas.
- Good practice in SMSC being shared with staff through regularly staff meetings.

APPENDIX A **DEFINITIONS**

Spiritual development

Understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone. All areas of the curriculum should contribute to children's spiritual development.

Moral development

Is concerned with children's ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. Moral development, based on Christian principles, should enable children to become increasingly responsible for their own actions and behaviour.

Social development

Refers to the development of abilities and qualities that children need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. Children learn to lead, use their own initiative and to use individual skills and strengths when working together towards a common goal. The ability to be led, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

Cultural development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time, acquiring awareness, understanding and tolerance regarding the cultural traditions of others.