

# Stock C of E Primary School



## **Spiritual, Moral, Social and Cultural SMSC Policy**

Date reviewed: 6<sup>th</sup> January 2017

Date agreed by the Governing Body: 31<sup>st</sup> January 2017

Date of Next Review: October 2020

## **Aims and objectives**

At Stock Primary 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 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.

### **The general aims of SMSC are:**

- To ensure that everyone connected with the school is aware of our Gospel values and principles.
- To ensure a consistent approach to the delivery of SMSC issues through the whole curriculum and the ethos of the school.
- To ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, ability 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.

### **Aims of Spiritual Development:**

- 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

### **Aims of Moral Development**

- 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 judgements.
- Take action for justice.

### **Aims of Social Development**

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

### **Aims of Cultural Development**

- Recognise the value and richness of cultural diversity in Britain and the rest of the world.
- Understanding of beliefs, customs, values, knowledge and skills which form the basis for identity and cohesion in society
- Recognition of and respect for the rights of others to exercise a cultural influence
- Knowledge of the nature and roots of cultural traditions
- The capacity to relate what is learnt to an appreciation of wider cultural aspects of society
- Developing and strengthening the cultural interests of pupils
- Understanding the diversity of religious, social, aesthetic, ethnic and political traditions and practices
- Being able to evaluate the quality and worth of cultural achievements

### **Teaching and learning style**

All curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Christian values, principles and spirituality will be explored through the curriculum, especially in RE and collective worship. The integrity and spirituality of other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children 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.

Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom rules should promote responsible behaviour. 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 the teacher's planning and learning resources.

All teachers will consider SMSC when planning lessons across the curriculum. This will be noted on their weekly planning sheets .

### **Links with the wider community**

- Visitors are welcomed into our school.
- Strong links with the local church are fostered.
- Visits to places of worship of other faiths are arranged to support the understanding of different cultures.
- The school supports the work of a variety of charities.
- 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.

### **Assessment and recording**

Teachers assess the children's work in SMSC both by making informal judgements, as they observe them during lessons and extra- curricular activities and through speaking to the children about how they feel and what they have learned. Successes and achievements are celebrated in collective worship **and certificates awarded related to our Gospel Values.** The SMSC co-ordinator keeps a portfolio of events, photographs and letters to reflect the SMSC provision in school.

### **Monitoring and evaluation**

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved by:

- Monitoring of teaching and learning and work scrutiny by SMSC co-ordinator, and governors.
- Regular discussions at staff and governors' meetings.
- Audit of activities, events, trips and curriculum planning
- The planning and co-ordination of SMSC is the responsibility of the SMSC subject leader, who supports colleagues in their teaching, by keeping informed about current developments in the subject.
- Children perceptions about different elements of SMSC in order to inform future planning.

## Evidence of SMSC in Stock C of E Primary school

<p><b><u>Spiritual</u></b></p> <ul style="list-style-type: none"> <li>• Gospel Values</li> <li>• Outstanding Collective worship</li> <li>• Strong connections with Church...Christmas, Easter ,All saints, Flower festival</li> <li>• Good RE teaching</li> <li>• Good school ethos</li> <li>• Reflection areas in classrooms</li> <li>• PSHE delivery</li> <li>• Learning walls</li> <li>• Creative curriculum</li> <li>• Residential trips</li> <li>• Wonder walls</li> <li>• Godly play</li> <li>• Visits to place of worship</li> <li>• Museum/gallery visits</li> <li>• Self-assessment/peer assessment</li> </ul>	<p><b><u>Moral</u></b></p> <ul style="list-style-type: none"> <li>• Gospel Values</li> <li>• School council</li> <li>• Consistent use of traffic light system</li> <li>• Clear and effective behavioural policy</li> <li>• Charity fundraising</li> <li>• Behaviour on trips ( comments)</li> <li>• Letters from Betty Lollipop</li> <li>• Governors reports</li> <li>• Midday extra play slips</li> <li>• Good relationships between staff and children, children-children</li> <li>• Literacy genres....persuasion, debate</li> <li>• Rewards/golden time</li> <li>• Sanctions/ consequences for actions</li> <li>• Class/school council elections</li> <li>• Environment topics</li> </ul>
<p><b><u>Social</u></b></p> <ul style="list-style-type: none"> <li>• Church involvement flower festival</li> <li>• Harvest</li> <li>• Christmas</li> <li>• Easter</li> <li>• Orchard house</li> <li>• Choir</li> <li>• Decoration day</li> <li>• Parental events pta assemblies jubilee day trips</li> <li>• School council events</li> <li>• Residential trips</li> <li>• Trips</li> <li>• Play leaders</li> <li>• Busy Bees</li> <li>• Sport teams/competitions</li> <li>• Visitors to school</li> <li>• After school clubs including outside providers</li> <li>• Class council</li> </ul>	<p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>• Multicultural days</li> <li>• Re coverage</li> <li>• Religious and non-religious trips</li> <li>• Olympic project</li> <li>• Christmas performances</li> <li>• Visitors talking to school</li> <li>• Trips to museums and galleries</li> <li>• Opera performance</li> <li>• Charity focus</li> <li>• Collective worship</li> </ul>