

Sutton Benger Church Aided Primary School

Spiritual, Moral, Social & Cultural (SMSC) Policy

1 Aims and objectives

- 1.1 Sutton Benger Primary School promotes a Christian ethos, and, by example and direct teaching, follows and promotes the teachings of Jesus, whilst recognising that not all of its members will be practising Christians.
- 1.2 We recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve.
- 1.3 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 other cultures.
- 1.4 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 and will help prepare all pupils for opportunities, responsibilities and expectations in life.
- 1.5 The integrity and spirituality of pupils from 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.
- 1.6 All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for pupils and their families.
- 1.7 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.
- 1.8 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.
- 1.9 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.
- 1.10 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 teacher's planning.

2 Spiritual Development

2.1 Definition

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

2.2 Aim

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.

2.3 Our learning environment and curriculum

The classroom environment and curriculum promote spiritual development by encouraging pupils to:

- be curious and to express feelings of delight and wonder, (e.g. scientific investigations, new life, the global landscape)
- take moments of quiet and reflection
- empathise and consider the viewpoints of others (e.g. debates, drama activities, discussing feelings and empathising with characters in familiar stories)
- consider how a belief can change people's lifestyles , (e.g. investigating communities and faiths)
- discuss what they think they have achieved and what they need to do to be successful in the future, (e.g. self -assessment)

3 Moral Development

3.1 Definition

Pupils' moral development involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

3.2 Aim

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

- Recognise the unique value of each individual.
- Recognise the challenge of Jesus' teaching.
- 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.

3.3 Our learning environment and curriculum

The classroom environment and curriculum promote moral development through:

- codes of conduct and class rules, agreed with children and displayed in the classroom and throughout the school.
- clear and consistent rewards and sanctions that children understand and believe to be fair.
- whole school and Key Stage Collective Worship that discuss moral values and cite expectations.
- activities that enable pupils to give opinions and show their values.
- discussing the choices made by the pupils and others and the resulting outcomes (e.g. character studies, studies of historical figures)

4 Social Development

4.1 Definition

Pupils' social development involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate.

They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

4.2. Aim

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.
- begin to understand the Christian imperative for social justice and a concern for the disadvantaged.

4.3 Our learning environment and curriculum

The classroom environment and curriculum promote social development through:

- modelling of positive social behaviour by all staff.
- after school clubs and sporting activities.
- buddy and team games at play times and lunch times.
- turn taking and team building activities.
- pair and small group work within the classroom.
- working with others across the local community.
- working with others from the world community.

5 Cultural Development

5.1 Definition

Pupils' cultural development involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' way of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

5.2 Aim

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.
- recognise Christianity as a world faith.
- develop an understanding of their social and cultural environment.
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

5.3 Our learning environment and curriculum

The classroom environment and curriculum promote social development through:

- links with local schools
- stories from different cultures
- first hand experiences through local visits, theatre, art and artists
- visitors from the local and international community
- being part of National and International fund raising events
- studies of a different lifestyle and culture

6 Assessment for learning

6.1 Our teachers assess the children's work in SMSC by making informal judgements, as they observe them during lessons, extra-curricular activities and across school life.

Reviewed: December 2018

Next review due: December 2020

6.2 This is achieved through speaking to the children about how they feel and what they have learned, and by observing their thoughts, discussions and actions.

7 Links with the wider community

7.1 Visitors are welcomed into school.

7.2 Links with the Church are fostered through links with the local church and PCC, and the Diocesan Board of Education.

7.3 Links with the local community are fostered through links to village organisations and local town organisations.

7.4 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.

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

8 Resources

As a school we endeavour to regularly review resources to ensure that suitable resources are available to enhance teaching and learning. The school buys into a successful library resource lending service from Wiltshire that helps children and teachers to access SMSC in a varied and exciting way. In addition, we keep resources linked to studies of different cultures in a central store, in the library and in the classroom.

9 Monitoring and review

SMSC forms part of learning in all subject areas and as a result, is monitored through subject leader activities on an ongoing basis. Subject leaders may monitor by looking at planning, conducting informal observations, taking part in work scrutinies, curriculum walks and speaking to the children about their experiences of learning.