



# SMSC

## Social, Moral, Spiritual and Cultural Policy

### Overview

At William Davies Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant role in their ability to learn and achieve. We aim to give 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 the richness of other cultures and a respect for their own faith and other religions.

The integrity and spirituality of all pupils from different backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. Adults will model and promote expected behaviour, treating all pupils as unique and valuable individuals and showing respect for pupils and their families. Pupils should learn to differentiate right from wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. The school community will be a place where pupils can find acceptance for themselves as unique individuals.

Reflecting British society, pupils should understand the need for rules and the need to abide by them 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*. Pupils will, over time, gain an understanding of the rule of law and how what we do in school mirrors British Values.

We have planned our curriculum to contribute to the social, moral, spiritual and cultural development of our children. Each curriculum area seeks to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in teacher's planning, evaluating and purchasing decisions.

## **Aims**

- To understand how school rules and procedures mirror British Values and lead to an understanding of the rule of law and the right to representation.
- To ensure that everyone connected to the school is aware of our values and principles.
- To ensure a consistent approach to the delivery of SMSC topics through the curriculum and the general life of the school.
- To ensure that pupils' 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 develop an understanding of their social and cultural environment and an appreciation of the many cultures that enrich our society.
- To give each pupil the opportunity to explore social and moral issues and develop a sense of social and moral responsibility.

## **Monitoring, Assessment and Evaluation**

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

- Monitoring of teaching and learning throughout the curriculum by SLT and subject leaders.

## **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 to 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.
- 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 leadership skills.

## **Cultural Development**

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

- Recognise the value and richness of cultural diversity in Britain and how this influences 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.
- Encourage the involvement of parents and carers in cultural development.

## Teaching and Organisation

Development in SMSC will take place across all curriculum areas, especially in PHSE, RE and P4C, within activities that encourage pupils to recognize 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 will provide pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events such as bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends, families and others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging, both within the school and within the wider community.
- Listen and talk to each other.
- Learn an awareness of treating everyone as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally, such as:
  - Empathy
  - Respect
  - Open mindedness
  - Sensitivity
  - Critical awareness

## Practical activities to develop SMSC

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking on roles of responsibility, such as:
  - Prefects
  - Class monitors
  - Delivering messages
  - Student Council representatives
  - Reading buddies
  - Looking after younger children
  - Peer mediators
  - Junior librarians
- Encouraging teamwork in aspects of school life and lessons.
- Showing appreciation of the performances of other children regardless of their ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Links with the local community made through the encouragement of parental involvement in school life.
- Participation in live performances.
- Use of assembly themes to explore important aspects of our heritage and other cultures, such as:
  - Festival days
  - National celebrations
- Studying literature and art from different cultures and religions, supported by visits from writers and artists and participating in workshops.
- Opportunities for 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.
- Studying the contribution to society made by some key figures and famous people.

## **Links with the wider community**

All visitors are welcomed to the school, including religious figures, authors, sports coaches, specialist teachers, drama companies and a range of different workshops. Visitors will be made aware of our statutory duties to ensure children are safe. Visiting speakers will also be made aware of what is appropriate for our children and speak in the presence of school staff.

- 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 very important, as it enables parents and teachers to work in an effective partnership to support pupils. This link can be facilitated and strengthened through newsletters, the school website, parent workshops, and parental assistance during educational visits
- Pupils are taught to appreciate their local environment and to develop a sense of responsibility

<b>SPIRITUAL DEVELOPMENT</b>	<b>MORAL DEVELOPMENT</b>	<b>SOCIAL DEVELOPMENT</b>	<b>CULTURAL DEVELOPMENT</b>
<ul style="list-style-type: none"> <li>● We take part in collective worship.</li> <li>● We all have RE lessons.</li> <li>● We celebrate a range of special religious festivals.</li> <li>● We celebrate good manners.</li> <li>● We have inspiring displays.</li> <li>● We have Philosophy for Children lessons.</li> <li>● We visit art galleries.</li> <li>● We work with artists in class.</li> <li>● We have music lessons.</li> <li>● We take part in charity events.</li> <li>● We invite religious leaders from the community into school.</li> <li>● We display our RE work.</li> <li>● We have many opportunities for reflection in school.</li> <li>● We visit places of worship.</li> <li>● We take part in citizenship events.</li> <li>● We have singing assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>● We are inclusive and celebrate our differences.</li> <li>● We follow a shared set of Golden Rules.</li> <li>● We have rewards and consequences for behaviour.</li> <li>● We have assemblies with moral and social messages.</li> <li>● We have PHSE lessons.</li> <li>● We have a values assembly.</li> <li>● We have peer mediators.</li> <li>● Our curriculum covers moral issues</li> <li>● We have links with the community police.</li> <li>● We recycle.</li> <li>● We grow some of our own food.</li> <li>● We take part in charity events.</li> <li>● We have attendance awards.</li> <li>● We have Philosophy 4 Children lessons.</li> <li>● We take part in Anti-bullying Week.</li> <li>● We watch performances from outside theatre groups.</li> </ul>	<ul style="list-style-type: none"> <li>● We work in pairs, groups and as whole classes</li> <li>● We follow a shared set of Golden Rules.</li> <li>● We have after school activities.</li> <li>● We have attendance awards.</li> <li>● We take part in charity events.</li> <li>● We take part in Sports Day and local sporting events.</li> <li>● We have many speaking and listening opportunities in school.</li> <li>● We are participate in Debate Mate</li> <li>● We have educational visits</li> <li>● We have links with secondary schools.</li> <li>● we have links with primary schools.</li> <li>● We have fundraising events.</li> <li>● We have links with the variety club.</li> <li>● We have community celebration days.</li> <li>● We teach good manners.</li> <li>● We have fundraising events</li> <li>● We have prefects.</li> <li>● We have a school council.</li> <li>● We follow Jigsaw PHSE.</li> </ul>	<ul style="list-style-type: none"> <li>● We have special assemblies.</li> <li>● We have child initiated play.</li> <li>● We have bilingual books.</li> <li>● We welcome parents into school.</li> <li>● We have educational visits.</li> <li>● We celebrate lots of religious festivals.</li> <li>● We have a range of art materials.</li> <li>● We have a range of Music resources.</li> <li>● We take part in cooking.</li> <li>● Our curriculum supports cultural development.</li> <li>● We watch shows and presentations from outside theatre groups.</li> <li>● We have links with other schools.</li> <li>● We have cultural weeks in EYFS.</li> <li>● We visit museums as part of the curriculum.</li> </ul>