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| Reviewed on: | |
| Next review: | |
| Staff Responsibility: | |
| Linked policies: | |
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| Date: | |

Boarshaw Community Primary School

SMSC policy

Introduction

We recognise that the personal development of our 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 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.

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. 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.

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

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.

Pupils should learn to differentiate between right and wrong, in as far as how their actions affect other people. They will be 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 should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements.

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 and purchasing 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 social and cultural diversity 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.

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.

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. A vast majority will be delivered through cross curricular activities as well as specific PSHE, RE, Citizenship, British Values work and Circle Time activities.

Definitions

Spiritual Development

Pupils' Spiritual Development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest and respect for different people's feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the tangible.
- 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 actions.
- Interest in investigating, and offering reasoned views about moral and ethical issues.

Social Development

Pupils' Social Development is shown by their:

- Using a range of social skills in different context, including working and socialising with pupils from different religions, ethnic and social economic backgrounds.
- Willingness to participate in a variety of social contexts, 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.

Cultural Development

Pupils' Cultural Development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- 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.

| Spiritual Development | |
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| Provision | Evidence |
| RE | RE planning Visiting places of worship |
| Boarshaw Primary Values | Whole school display, school ethos, celebration assemblies, Golden Tickets |
| Assemblies | Whole school and Key stage assemblies, based on values and SMSC themes |
| Quiet Reflection | assemblies, circle times, mind full ness, nurture room |
| Outdoor Education | residential, school environment, forest schools, LOtC, gardening, sensory garden |
| Visits/Visitors | visits from faith groups |

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen 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
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

| Moral Development | |
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| Provision | Evidence |
| Behaviour Policy | Reviews of behaviour, assemblies, pupil surveys, Nurture groups, rewards and celebrations of good behaviour, School Ethos, code of conduct that is seen throughout school |
| Pupil Voice | Pupil participation in School Council, School Food Team, Ambassadors, Sports Council, Fairtrade Team, Eco Team and Bully Busters, pupil surveys |
| Charitable projects | Whole school charity project in this country and one in another country. |
| RE | RE planning, Visits to local Church at Christmas, Harvest and Easter to take part in experiences |
| PSHE | Jigsaw – a mindful approach to PSHCE, Circle time, nurture groups, Playground Pals, Anti bullying work, E safety, SRE, Healthy eating, Keeping Safe – road safety, water safety, internet safety, personal safety |
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Moral Development

At our school, 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. Display these values in school and the community
- Develop moral concepts and values e.g., justice and truth
- 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
- Be tolerant to other faiths, faces and treat others equal

| Social Development | |
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| Provision | Evidence |
| PSHE Curriculum | Class circle times, discrete PSHE lessons based on healthy eating, keeping safe, SRE, anti-bullying. |
| School Community Teams/Pupil Voice | Pupil participation in School Council, School Food Team, Ambassadors, Sports Council, Lunch buddies, Fairtrade Team, Eco Team and Bully Busters, |
| Extra Curriculum Activities | sports clubs – cricket, dodgeball, netball, football, multi sports, maths clubs, library, lending library |
| PE/Outdoor Learning | PE planning, LOTC experiences, Team building opportunities, Forest Schools, Playground Pals, Residential visits, Sports Day |
| Enrichments | Flexible Fridays, Make £5 grow, choir, music provision, school bank, STEM week, Careers Fair. |
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Social Development

At Boarshaw Community Primary School 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, the school
- Understand the notion of interdependence in an increasingly complex society

| Cultural Development | |
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| Provision | Evidence |
| School Visits/Visitors | museums, galleries, concerts, theatre, places of worship, visits from people from a variety of cultures |
| Art Curriculum | Arts projects linked to topics, Art week, Art Exhibition Event, images/art from other cultures. |
| Music and Dance | Music from other cultures played around school, dance workshops celebrating other cultures, Themed events e.g. Olympics, world cup |
| assemblies | Visitors from other cultures, music played from other cultures, charity work e.g. Red Nose Day |
| themed events | Whole school topics e.g. Brazil, MFL week . |
| Cooking | Tasting food for Religious Festivals, from different cultures, other countries. Themed weeks in the canteen, parent/ child cooking clubs |

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 music, PE, art and many other curriculum areas.

This is shown in our Foundation 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

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis.

This is achieved by:

- the SMSC Coordinator will monitor resource provision, identifying shortfalls, identify aspects within curriculum subjects to be included in teacher planning.
- The Head Teacher shall have oversight of this policy and monitor the provision of SMSC.