



## **Buckstones Community Primary School**

# **Policy for Social, Moral, Spiritual and Cultural Education**

**Written and agreed by staff: Monday 4<sup>th</sup>.March 2013**

## **Buckstones Primary School**

### **SMSC POLICY**

At Buckstones 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 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 the cultures. We work hard to promote a good understanding of moral and ethical values to underpin our ethos and to provide foundations for good relationships within our community. As pupils grow and mature we place great importance on developing their social skills and social awareness.

#### **Guidelines**

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.

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 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 teachers' planning.

#### **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.

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### **Spiritual Development**

We aim to help all pupils increase their spiritual awareness and development by exposing them to opportunities of awe and wonder that will contribute to their spiritual growth.

Pupils' spiritual development is shown by their

- beliefs (religious or otherwise) which inform their perspective on life and their interest in 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 intangible)
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

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

- Sustain their self-esteem in their learning experiences.
- 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**

We aim to enable all pupils to develop good moral values and understand about the importance of truthfulness and to know the difference between right and wrong. Also for all pupils to build an understanding of justice, fair play and honour.

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.

*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.
- *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.
- Show respect for the environment.
- Make informed and independent judgements.

### **Social Development**

We aim to enable all pupils to get on well together as a school community and develop the personal and interpersonal social skills that make for harmony and empathy for others.

Pupils' social development is shown by their

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, co-operating 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.

*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.

### **Cultural Development**

We aim to teach children about the wider society in which they live as citizens and the rights and responsibilities that come with that. Also to give children an understanding of the rich culture in which they live and to increase their knowledge and understanding of the wider cultures that make up our societies and the diverse world in which they live.

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, and respond to, for example artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

*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 influenced 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 circle time will give pupils opportunities to:*

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg 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 – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc .

*Many curriculum areas provide opportunities to:*

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.

- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

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

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

### **Outcomes**

The development of pupils' SMSC awareness will be core to our school's ethos. It will be established across the curriculum teaching and learning. It will have a strong visibility in the ethos, life and work of the school through pupils' behaviour, relationships, and attitudes. There will be visible evidence in displays, performances, music, drama and assemblies. Where appropriate, parents and the wider community will be encouraged to contribute to the development of SMSC education.

### **Strategies and Evidence:**

1. Collective worship will be provided to enable children develop their spiritual awareness and spiritual understanding and assemblies will focus on moral, social and cultural issues..
2. Across the curriculum, teaching and learning pupils will experience awe and wonder as they have new experiences that lift their spirits.
3. Religious Education will become a stimulus and a springboard for the development of spiritual, moral, social and cultural education.
4. In the teaching of English the use of stories, plays, drams and poems will make significant contributions to spiritual, moral, social and cultural development.
5. Art, science, mathematics, design technology, music and physical education will all be used to provide opportunities for spiritual, moral, social and cultural education.
6. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to provide good opportunities for pupils to experience awe and wonder.
7. In religious education, through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings and 'empathy and understanding for others.
8. Through history and geography and their increasing knowledge and understanding of the world, learners will be helped to develop an understanding of the British society

in which they live and its cultural diversity. They will also learn about the diversity of cultures across time and across the world..

9. Children will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, spiritual, social, ethical and environmental issues.
10. Pupils will be taught how to develop the social skills that build society including how to work harmoniously with others, how to have empathy for others and how to respect the beliefs and cultures of others.
11. Across the curriculum, in teaching and learning pupils will learn how to behave, the importance of truthfulness and honesty. They will learn about the importance of kindness and care for others and of the importance of justice and fairness.
12. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of spiritual, moral and social education.

- Mission Statement
- Collective Worship Policy
- R.E. Policy
- PSHE Policy
- Marking Policy
- Home-school agreement
- School Aims
- Behaviour Policy
- Anti-bullying Policy
- Single Equality Scheme
- School Council events and minutes and wall
- Celebration assemblies
- House Captains, School Councillors, Sports Leaders, dinner time helpers, telephone buddies , class monitors, eco monitors
- Cohesion with other schools e.g. Teddy Bears picnic, e-safety project, pen pals
- Work with the wider community e.g. Fair Trade topic, Together Steady Cook, visits to local care homes
- Inspirational visits and visitors e.g. local church, local mosque, Tower of London.
- Charity work e.g. Red Nose Day.
- Displays within school
- Childline presentation and workshops
- Financial awareness
- Bikeability and Road Safety
- Foundation subjects planning and R.E. planning and Literacy planning and Maths planning. Including opportunities for group work, co-operation, peer and self assessment. Children's learning mats.
- Interviews with children in specific subjects.

- Behaviour rules and playground charter.
- Healthy schools and Tooth Kind award
- Sex and Relationships Policy
- Special Education Policy and inclusion
- Extra-curricular activities
- Robinwood residential
- Comments from visitors and members of the public.
- Captain's table

### **Monitoring and Evaluation**

*Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:*

- Monitoring of lesson plans and teaching and learning, by the headteacher
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Audit of Collective Worship policy and practice.

### **Review**

This policy will be reviewed in accordance with the policy review schedule.