

SMSC Policy

Social, Moral, Spiritual and Cultural



'ad omnia paratus'



Produced: November 2014

Review: January 2019

Definitions

- **Spiritual** - is the development of the elements of pupils that animates and sustains us. It is about the development of a sense of identity, belonging, self-worth, meaning and purpose and the ability to reflect.
- **Moral** - is about the creation, largely by pupils, of a framework of values which regulates pupils' behaviour, and about pupils' understanding of society's shared and agreed values. It is about acquiring an understanding of right and wrong, and being able to apply this understanding within and outside school. Moral development also includes pupils' appreciation that different people hold different views on subjects, and being able to articulate their own opinions.
- **Social**- is the development of pupils' ability to work effectively with each other in a school context, and participate constructively in the wider community. It concerns the acquisition of the skills and qualities necessary to live and work together. It includes developing an understanding of society's institutions and pupils' roles as citizens of the UK and the world.
- **Cultural**- is the development of pupils' understanding and appreciation of their own and others' cultures. It includes being able to live in a rapidly changing global culture, increasingly influenced by developments in travel, technological and communication, and being able to cope with the impact of such changes.

Aims

The aims of an SMSC education are:

- to ensure pupils' education at CB and BJ Primary Schools is holistic rather than focussed narrowly on purely academic aspects of learning.
- to provide pupils with a rounded education, including learning how to work and play together, understanding and respecting others' points of view, respecting and applying rules and understanding why these exist.
- to prepare pupils to contribute to society and culture throughout their lives, and enable them to participate actively and positively in the life of the school, their local community and wider society.
- to encourage pupils to value themselves and their unique contributions to their own and others' lives, and in turn to value and celebrate others and their qualities and abilities.
- to encourage our pupils to act in accordance with our Codes of Conduct which seeks to develop acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs.

Delivery

SMSC is delivered through:

- The everyday teaching and learning that occur daily within the school day.
- The plethora of extra-curricular and non-class based opportunities, including assemblies and school visits and visitors.
- The schools established rules, procedures, Code of Conduct and behaviour management policies and strategies.

Within lessons

SMSC skills and understanding are developed through:

- The RE curriculum which encourages pupils to explore **spiritual** thinking through their own and others' beliefs and values, and to develop an awe and wonder for the natural world.
- The Art curriculum which affords pupils the chance to explore **spiritualism** and reflect on their feelings and motivations, and respond visually to these.
- The Literacy curriculum which gives pupils opportunities to consider **moral** codes and rules through units of work on, for examples, fables and other morality tales.
- The Computing curriculum which promotes pupils to connect with others safely and respectfully, understanding the need to act within the laws and with **moral** and ethical integrity.
- The PSHE/SEAL curriculum which promotes a **spiritual**, reflective approach to considering and celebrating difference and diversity between people. Also covers **cultural** aspects through sex and drugs education.
- The Science curriculum which encompasses pupils' **spiritual** development in acquiring a wonder and awe in the natural world.
- The History curriculum which includes important aspects of pupils acquiring and appreciating the origins and reasons for contemporary **culture** and society.
- The Geography curriculum which allows children to learn about their locality and the world around them promoting the development of **social** skills and **cultural** understanding.
- The Music curriculum promotes **cultural** aspects through learning about different music such as Samba etc.
- In MFL we teach the children about the **cultural** similarities and differences of other countries and people in Britain.
- All curriculum subjects during group work and peer assessment when **social** skills are used and developed.

Outside lessons

Cropwell Bishop and Burton Joyce Primary School's provision for SMSC learning opportunities outside of curriculum subjects permeates pupils' lives.

The following is not an exhaustive record of the opportunities available for our pupils at School.

SMSC skills and understanding are developed through:

- A democratically elected School council, House teams, lunch-time family service and wide range of clubs afford children personal investments in the **moral** codes of the school, and therefore supports their own moral development.
- Whole-school assemblies are often vehicles for the promotion of **moral** values and ethics (for example, anti-bullying assemblies, recycling, Remembrance, significant events in Britain .e.g. Royal events, Elections, significant events around the world e.g. Olympics, festivals).
- A cross section of pupils attend local old people's homes to entertain residents with music, thereby encouraging **moral** understanding by valuing all members of society.
- Participate in joint projects with various village societies and the library *e.g. poetry writing, art and history projects* thereby encouraging **social** and **moral** understanding of the importance of valuing all members in our community.
- Participation in community events including litter-picks which promote **moral** understanding by valuing all members of society.
- School Council links to the Parish Council.
- Educational visits, and in particular residential visits involve the development of many **social** skills for pupils.
- A range of musical, artistic and creative performances (such as the KS2 production and Carol Concert,, key stage 1 and EYFS Christmas production) provide opportunities for pupils to develop **social** skills through team working, and also promote **cultural** appreciation and reflection of artistic, music and thespian talents.
- Sports teams necessitate **social** development by sharing effort and endeavour in order to succeed.
- Visits to our local places of worship allow a more informed **spiritual** understanding- churches, Synagogue, Hindu Temple, Mosque.
- Our continuous support of charities both local and wider allows the **social** and **moral** aspects of **SMSC** to be fully explored- Barnardos, NSPCC, Framework, Children in Need, Save the Children, Water aid, Red Nose Day, Wildlife trust.
- Children working together across year groups enables us to share our **moral** and **social** skills- Reading partners, theme days etc.
- Parents share their work experiences and skills with us extending our whole **SMSC** skills and understanding.

International Links

At our Schools we aim to promote our pupils' social development by providing a range of different contexts through which to improve their social skills.

The following are some of the opportunities and experiences we provide:

- Regular links with schools in New York and Kansas via Skype calls (*FS2 asking and answering questions about each other and their learning*)
- Whole school link to a school in India (*teacher exchanges, assemblies, video calls, Y3 letter writing linked to the curriculum*) this is an opportunity to socialise with pupils from different ethnic, religious and socio-economic backgrounds.
- Whole school link to a school in Japan (*teacher and pupil exchanges, assemblies, video calls, Y5/6 pupils are linked to a Japanese 'Pen-pals' by emailing as part of the curriculum*) this is an opportunity to socialise with pupils from different ethnic, religious and socio-economic backgrounds.

Working with parents, carers, governors and members of the community

It is important that parents and carers support what we are doing in school regarding the spiritual, cultural, moral and social skills of pupils. We encourage parents' involvement through our 'open door' policy, newsletters, assemblies to which parents are invited and during which pupils' school and extra-curricular achievements are celebrated, and close home/school liaison.

Parents are also invited to attend meetings prior to pupils' attendance on residential visits in order for parents to gain a fuller understanding of the social and cultural elements within such visits.