

YAPTON CE PRIMARY SCHOOL



An Open Door to Learning

SMSC Policy

Spiritual Moral Social Cultural Development

1) INTRODUCTION

The SMSC policy, along with the School Vision, sets the ethos for the 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, *preparing "pupils for the opportunities, responsibilities and experiences of later life" (2002 Education Act)*

We aim therefore to provide an education that offers pupils 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 and faiths.

All curriculum areas have a contribution to make to the development of SMSC and opportunities will be planned in each area of the curriculum.

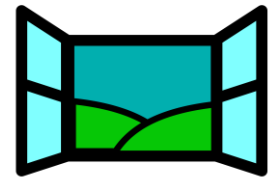
2) AIMS

- To ensure that everyone connected with the school is aware of our *vision and values*.
- 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 child's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- 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 enrich our society
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility

Spiritual Development

As a Church of England school we aim to provide WINDOWS, MIRRORS and DOORS that will enable pupils to:-

- Learn about the world around them; the “wows” and the “ows”



- Experience moments of stillness and reflection
- Reflect and learn about themselves and others
- Recognise and reflect on, their own spiritual journey
- Search for meaning and purpose in challenging experiences (eg suffering, death, injustice)

- Discuss values and beliefs (both personal and religious) held by themselves and other people
- Form and maintain worthwhile and satisfying relationships
- Do something active in response to the themes discussed



Moral Development

As a Church of England 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 (moral and ethical)
- Gain the confidence to cope with setbacks / learn the consequences of their behaviour
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Recognise the damage caused by bullying behaviour
- Show respect for the environment
- Respect codes of conduct (class, school, society eg civil and criminal law)

Social Development

As a Church of England school we aim to provide learning opportunities that will enable pupils to:-

- Work co-operatively in various groups, sharing resources and reaching consensus with pupils of different religious, ethnic and socio-economic backgrounds
- Develop an understanding of their individual and group identity
- Play fairly with others, valuing others' contributions and resolving conflict effectively
- Learn about citizenship and British values of democracy, the rule of law, personal liberty, respecting others of different faiths and beliefs; thus preparing them to contribute fully to life in modern Britain

Cultural development

As a Church of England school we aim to provide learning opportunities that will enable pupils to:-

- Recognise the value and richness of cultural diversity in Britain that has shaped their own heritage and that of others
- Understand, accept, respect and celebrate the diversity of cultures and religions in our school, the nation and in other countries
- Understand the relevance of Britain's parliamentary system, that has shaped our history and values
- Participate in artistic, sporting and cultural opportunities

3) THE CURRICULUM

Development in SMSC will take place across all curriculum areas and is therefore not taught as a discrete subject. It encompasses many aspects of the EYFS curriculum, especially the Personal and Social Development and Knowledge and Understanding areas of learning.

Examples of SMSC in subject areas:-

RE-	To develop spirituality through a sense of awe and wonder, through learning about the life and work of Jesus and by celebrating the marvellous world of God's creation
PSHCE-	To develop empathy, respect and sensitivity through discussions and debate
English-	To use moral stories as a basis for discussion
Mathematics-	Through mathematical games, to learn conventions of playing fairly, turn-taking

Science-	To develop a concern for our environment and to understand the need to treat all living things with care and respect
Art-	To begin to express their own feelings/ views through the creative arts
Music-	To learn about our own and others' cultural heritage through listening/responding to a range of music
Geography-	To provide an opportunity to reflect on natural elements and be able to focus on a range of other cultures around the world
PE-	To work co-operatively as a member of a team, having a regard for rules and learning to win and lose

Other ways of developing SMSC across the school are:-

- Visitors to the school (eg authors, drama groups)
- Whole school events (eg fundraising activities, sports day)
- Themed events (eg Book Week)
- Modelling democracy through the School/ class council
- A range of assembly/ worship opportunities (eg Whole school, Key Stage, those led by local church leaders)
- Trips to places of interest (eg Pantomime, educational visits)
- Taking an active part in sporting or cultural events (eg choir, art gallery)

4) MONITORING AND EVALUATION

Provision for SMSC is monitored regularly:-

- Subject leaders/ class teachers are aware of SMSC opportunities within their subjects / weekly timetable
- The Key Stage leaders will have oversight of this policy and monitor the provision of SMSC

The following data could give an indication as to the effectiveness of SMSC across the school:-

- Exclusion and attendance data
- The number of racist, bullying incidents
- The number of letters issued from the Small Groups Room
- Feedback from the School Council
- Anecdotal evidence as a result of pupil conferencing

**Policy updated
Review date**

**Summer 2017
Summer 2020**