

Welton Primary School

Social, Moral, Cultural and Spiritual Policy (SMSC)

Date of Policy: November 2018

Date of review: November 2020

Responsibility of: Ben Dixon and Caroline Leighton

This policy was written by Caroline Leighton taking into account the views of staff, children and Governors

The Policy was approved on December 4th 2018

This policy is underpinned by the following:

The best interests of the child must always be a top priority.

- Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents have the right to give their children information about this right.
- Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.
- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This should be read in conjunction with the following school policies:

- Policy to Promote Positive attitudes and behaviour policy 2018
- RE (The school follows the East Riding SACRE Agreed Syllabus)
- Policy to Prevent Bullying 2018
- Safeguarding policy 2018
- Home School Agreement 2018
- Restorative Practice principles.

Definitions (From Ofsted September 2018)

Spiritual Development

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- 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 to be willing to apply this understanding in their own lives, accept boundaries and, in so doing, respecting that rules keep people safe from harm.
- understanding of the consequences of their behaviour and actions.
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

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 and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Aims

The ethos of our school is such that all people who come into our school, whether, pupil, staff, parent, visitor or Governor, are valued and accepted as individuals in their own right. They should be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The school will help pupils to develop an inner discipline and will encourage them to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others.

The school has developed 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.

Planning

In planning lessons, teachers are aware of the need to plan curriculum experiences that help to develop a wide variety of spiritual, moral, social and cultural needs and learning opportunities. A vast majority will be delivered through cross curricular activities e.g. outdoor learning experiences, school visits, as well as specific PSHE, RE and Circle Time activities, but all teaching and learning experiences will enable children to grow in these areas.

See also:

- The assembly rota for the year
- The PSHE Jigsaw programme of study
- The RE Agreed syllabus

Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across our 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
- An understanding of each person's uniqueness

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

Moral Development

At Welton 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
- 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 positive 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

Our school develops pupil moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Inculcating respect their own rights and those of others through (for example), the Jigsaw programme
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Praising expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing positive codes of behaviour.

We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through assembly time, circle time, nurture groups, PSHE and circle time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, child of the week, special mention assemblies, post cards home, head teacher awards and other means that highlight both academic and social achievements. (Please refer to our Positive attitudes and behaviour policy).

Social Development

At Welton 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 appropriately through the restorative practice model.
- Reflect on their own contribution to an activity
- Show respect for people, living things, property and the environment

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
 - Fostering a sense of community, with common, inclusive values
 - Promoting racial, religious and other forms of equality
 - Encouraging pupils to work co-operatively
 - Encouraging pupils to recognise and respect social differences and similarities
 - Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
 - Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
 - Providing opportunities for engaging in the democratic process and participating in community life
 - Providing opportunities for pupils to exercise leadership and responsibility e.g. as a peer mentor
 - Providing positive and effective links with the world of work and the wider community
 - Monitoring in simple, pragmatic ways, the success of what is provided

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. It is linked to British Values. This is demonstrated in our curriculum plans.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An understanding of cultural diversity
- A regard for achievement in different cultures
- An awareness of how their life has been/can be enriched through cultural experiences

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Providing opportunities for children to learn about global cultures.
- Building an awareness of the historical elements that have built British culture
- Building an awareness of the diversity of British culture and the richness this brings

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school.

Our Pupil Council represent the ideas from their classroom and they work with adults to improve outcomes for their school.

Our Peer Mentors work to support their peers on the playground, offering to support to a child's voice and supporting their wellbeing.

Our SEAL Spies have the opportunity to be part of the celebration process, speaking up in celebration of other children's successes.

Children are given opportunities in school to describe their learning, ask questions and work in collaboration and co-operation with others.

Links with the wider community

- Visitors are welcomed into our school.
- Visits to places of worship, cultural venues such as theatres, cinemas and libraries are actively encouraged when appropriate.
- Visiting groups such as theatre or musical events are planned throughout the year.
- Children are taught to appreciate and take responsibility for the environment by agreeing to our Home School Agreement, working with their Pupil Council and Peer Mentors to make the school grounds and classrooms appealing.

MONITORING AND IMPLEMENTATION OF THE POLICY

- Provision for SMSC is monitored and reviewed by the subject leader and governors.
- Evidence of inclusion of SMSC will be found in Jigsaw plans
- Discussions are held periodically at staff meetings.
- Staff share classroom work and practice.
- Learning walks used to evidence the ethos and culture within the school that promotes SMSC and British values, to include wall displays
- Interviews with pupils to assess their understanding and achievements within SMSC and British values
- The implementation of this policy is the responsibility of all staff within the school.

Appendix 1 to support staff in the teaching and learning of SMSC

SMSC can be achieved through teaching and learning of other subjects

Literacy makes a major contribution to pupils' SMSC development through:

- developing confidence and expertise in language, which is an important aspect of individual and social identity
- enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television
- developing pupils' awareness of moral and social issues in fiction.
- helping pupils to engage in emotional literacy through differing genres.
- developing a love of the literature of our own culture and that of others
- developing the ability to respect and respond to the views of others in debate
- taking opportunities in drama to improvise and role play to develop empathy and explore moral or social situations

Numeracy can provide a contribution to pupils' SMSC by:

- supporting whole school policy on issues such as discipline and behaviour such as persevering with solving a problem and working with others
- introducing pupils to such concepts as infinity, mathematical rules and repeating patterns
- acknowledging the wonder of the world around us including its order, shapes and patterns

Science provides opportunities for pupils' SMSC development through examples such as:

- reflecting on the wonder of the natural world and being aware of the ways that science and technology can affect society and the environment
- engendering a sense of shared responsibility for the environment within the school grounds and beyond
- co-operation in practical activities
- raising awareness that scientific developments are the product of many different cultures.

ICT can contribute to SMSC development by:

- making clear the guidelines about the ethical use of the internet and other forms of communication technology
- acknowledging advances in technology and appreciation for human achievement.
- appreciating that the Internet has a positive social dimension but with an awareness that there may be dangers linked to this so should be used with care, especially social networking sites and emails.

History makes a contribution to SMSC by:

- showing an awareness of the moral implications of the actions of historical figures.
- offering opportunities to reflect on the way different cultural and national groups have treated others

Geography contributes to SMSC through:

- opportunities for reflection on creation, earth's origins, future and diversity
- reflecting on the fair distribution of the earth's resources
- studies of people and places, giving pupils the chance to reflect on the social and cultural characteristics of society.

MFL (All pupils study French from Year 2) contributes to SMSC through:

- gaining insights into the way of life, cultural traditions, moral and social developments of other people
- developing pupils' social skills through group activities and communication exercises
- improving listening skills through oral work.

Religious Education (the school uses the local SACRE Agreed syllabus) makes a distinctive and substantial contribution to the delivery of SMSC through:

- learning about beliefs, values and the concept of spirituality
- reflecting on the significance of religious teaching in their own lives
- developing respect for the right of others to hold beliefs different from their own
- showing an understanding of the influence of religion on society
- appreciating and understanding different cultures, religions and traditions.

Art may contribute to SMSC by:

- giving pupils the chance to reflect on nature, their environment and surroundings
- studying artists with spiritual or religious themes and ethical issues raised by artists.
- gaining an understanding of and respect for other cultures.

Music contributes to SMSC through:

- teaching that encourages pupils to be open to music from other cultures
- looking at the way music can change moods and behaviour.

Physical Education – SMSC development is actively promoted through PE by:

- group activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- individual activities that provide the opportunity for self-reflection and challenge.
- taking part in sports tournaments

PSHE Education (via the Jigsaw programme)– SMSC development is actively promoted through PSHE by:

- offering opportunities to reflect on our place in the world, our relationships and responsibilities.
- the effective use of School Council / pupil voice to acknowledge views of the students
- use of Circle Time
- understanding of rules and rights alongside responsibilities
- Developing a sense of the ways in which we are responsible for our own health and well-being.
- Within our PSHE programme, we use the 6 areas promoted within the Jigsaw programme (all of which are mapped to SMSC and to British Values) -being me in my world, celebrating difference, dreams and goals, healthy me, relationships, changing me which help to promote an understanding of personal, emotional and physical development

Appendix 2: SMSC, OFSTED and links to British Values and Prevent

	The Spiritual development of pupils is shown by their	The Moral development of pupils is shown by their	The Social development of pupils is shown by their	The Cultural development of pupils is shown by their
SMSC statements	<ul style="list-style-type: none"> -ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values -sense of enjoyment and fascination in learning about themselves, others and the world around them -use of imagination and creativity in their learning -willingness to reflect on their experiences. 	<ul style="list-style-type: none"> -ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England -understanding of the consequences of their behaviour and actions -interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<ul style="list-style-type: none"> -use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds -willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively -acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<ul style="list-style-type: none"> -Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others -understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain -knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain -willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities -interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Links to British values	Further tolerance and harmony between different faiths by enabling pupils to acquire an appreciation for and respect for their own and other religious beliefs (including those with no religious beliefs)	Enable pupils to distinguish right from wrong and respect to the school rules, and local and national laws Encourage pupils to accept responsibility for their own behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in their school and neighbourhoods and to society more widely	Encourage respect and tolerance for other people enable pupils to explore rights and wrongs and freedoms within the UK	Enable pupils to understand and respect how public institutions and services in England are run e.g. schools, churches, Parliament /democracy (at an age appropriate level) Have tolerance for different cultural traditions and acquire an appreciation for and respect for their own and other cultures Encourage respect for democracy and support for participation in the democratic processes (e.g. pupil voice in school)
Links to Prevent	Ensure pupils are knowledgeable about core religious beliefs RE should challenge extremist views in a sound, factual, religious context.	Prevent pupils from being drawn into terrorism (by possible grooming and exploitation) by ensuring pupils recognise and celebrate positive behaviour choices. Ensure that they are given appropriate advice and support in and outside of school, and understand how they can report any concerns (including what might happen as a result)	Respond to possible threats pupils face by ensuring they are equipped with the tools needed to identify extremist views. Also, how extremists may attempt to radicalise others through social media and other routes.	Work with appropriate local outside sectors and groups to create a culture of awareness and shared knowledge.
<p>OFSTED statement on SMSC (outstanding). Sept 2018</p> <ul style="list-style-type: none"> • The quality of teaching, learning and assessment is outstanding. • All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding. • The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. • Safeguarding is effective. 				
<p>OFSTED statement on SMSC (good). Sept 2018</p> <ul style="list-style-type: none"> • The quality of teaching, learning and assessment is at least good. • All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good. • Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being. • Safeguarding is effective. 				

