

Woodlands Primary School

Spiritual, Moral, Social and Cultural Policy



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Ratified by Governors	Summer 2017
Date for Review	Summer 2020
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Mark Burns in order to ensure that it does not have an adverse effect on race, gender or disability equality

Introduction

At Woodlands Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), 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.

Other policies directly influence, support and promote SMSC including, the Behaviour Policy, Equal Opportunities, Collective Worship and the Bullying Policy. These policies form an integral part of whole school expectations and the daily classroom practice. Each area of the curriculum contributes to the development of SMSC and an annual audit will be taken to ascertain how each makes a distinct contribution to SMSC.

Spiritual

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

- Give pupils the opportunity to explore, show interest in and respect values and beliefs, including religious beliefs, which inform their own perspective on life.
- Give pupils the opportunity to gain an enjoyment and fascination in learning about themselves through exploring human feelings and emotions, the way that they affect people and how an understanding of them can be helpful.
- Give pupils the opportunity to be imaginative and creative in their learning, and reflect on their experiences.

Moral

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

- Provide a clear moral code as a basis of behaviour which is promoted consistently through all aspects of the school.
- Promote measures to prevent discrimination on the basis of race, creed, gender, sexual orientation, age and other criteria.
- Encourage pupils to take responsibility for their actions e.g. respect for property, care of the environment and developing codes of behaviour.
- Provide models for moral virtue through literature, humanities, science, arts and assemblies.

Social

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

- Foster a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability and religion can flourish.
- Help pupils develop personal qualities which are valued in a civilised society e.g. thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence and self-respect.
- Enable pupils to work together co-operatively.

Cultural

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

- Enable pupils to understand and appreciate the wide range of cultural influences that have shaped our heritage.
- Provide opportunities for pupils to explore their own cultural assumptions and values.
- Present authentic accounts of the attitudes, values and traditions of diverse cultures.
- Extend pupils knowledge of the use of cultural imagery and language. Recognising and nurturing particular gifts and talents.

- Provide opportunities for the pupils to participate in literature, drama, music, art, crafts and cultural opportunities and to encourage pupils to reflect on their significance.

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 e.g. 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 – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet).

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.

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.
- Regular discussion at staff and governors' meetings
- Annual audit of SMSC in all curriculum areas.
- Sharing of classroom work and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on SDP/SIP.

